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ABSTRACT

The 1983 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on the growth in foreign student enrollments; recommended reading; English as a second language (ESL) teacher employment survey results; getting program support; federal legislative efforts; second language acquisition and acquisition of English by the deaf; teaching verbs; employment conditions in China; the growth of "Forum" magazine; teaching difficult texts at the university level; the international role of TESOL; facilitating autonomy in language learning; computer-assisted language learning; collective bargaining; a study of the links between linguistic background and reading achievement; classroom research on language use; policy on foreign students in the United States; constructing diagnostic tests for placement and teaching; learning Japanese the Silent Way; vocational education for limited-English-proficient students; standards, accreditation, and certification interlanguage; cultural aspects of prevocational ESL; English on the job; computer-assisted language learning in a master's program for ESL teachers; helping refugees learn to solve problems; teaching essay writing; role-playing; using the computer for communicative teaching; and employment practices. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

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Vol. XVII No. 1 **Teachers of English to Speakers of Other Languages** **February 1983**

IIE 1982 SURVEY:

LARGEST NUMBER EVER OF FOREIGN STUDENTS

Foreign student enrollment continues to be one of the few areas of growth in U.S. higher education, according to Wallace Edgerton, President of the Institute of International Education (IIE), the largest U.S. educational exchange agency.

Open Doors 1981-82, the publication of the annual survey results, reports that 326,299 international students were enrolled on 2,454 American campuses last year. Foreign students were 2.6 percent of a total U.S. enrollment in higher education of 12.4 million.

The 1982 figure represented a 6 percent gain over the 1981 academic year's adjusted total of 307,696 students. This was a slower growth rate than that of the past six years, during which the international student population grew from eight to sixteen percent annually. Mr. Edgerton attributed the smaller increase largely to the decline in Iranian students from 47,550 in 1981 to 35,860 in 1982. At their high point of 51,870 students in 1980, Iranians were almost one-fifth of all international students. In 1982 they represented 11 percent.

TAIWAN SECOND TO IRAN

Iran was followed by Taiwan, Nigeria, Canada, Japan, Venezuela, India, Saudi Arabia, Malaysia and Hong Kong as homelands of the largest groups of foreign students.

The vast majority (over 80 percent) of foreign students come from the less-developed nations, according to Mr. Edgerton. Asian nations have consistently sent the largest number (106,000 or 32 percent in 1982). Middle Eastern students have steadily increased their share of the total, while percentages from Europe, North and South America have declined.

While the proportion of students from the Mideast has doubled to 22 percent in the past decade, foreign student growth this year was largely the result of increases outside the Middle East. Of the eight Middle Eastern OPEC members, enrollment from Saudi Arabia, Libya and Algeria actually declined, while Kuwait was the only major Arab OPEC member with an increase in excess of ten percent.

NON-OPEC INFLUX CONTINUES

"If this pattern continues," observed Mr. Edgerton, "it may indicate that the enormous expansion of foreign student numbers fueled by petrodollars has reached a plateau in the oil glut of the early eighties—at least as far as Middle Eastern nations are concerned." OPEC nationals were 29 percent (95,357) of all foreign students in 1982, a decrease from 33 percent (101,625) in 1981.

IIE's President went on to note, however, that the non-Middle Eastern OPEC members represented a continuing source of foreign student growth. In 1982 students from Nigeria, Venezuela, Indonesia and Ecuador accounted for 41 percent of OPEC students, up from 33 percent in 1981. Nigeria was second only to Iran among OPEC members with 19,650 students.

Mr. Edgerton also emphasized that it is not only OPEC members in the Third World who educate large numbers of young people in U.S. colleges and universities. Rapidly industrializing Asian countries, nations with abundant natural resources such as Mexico and the People's Republic of China have all contributed to sustained growth. Numbers of Chinese (4,350) and Malaysian (9,420) students grew 55 percent from 1981 to 1982, while numbers of South Koreans and Mexicans increased by 31 and 17 percent respectively.

Looking at growth from another perspective, President Edgerton expressed the opinion that, while U.S. higher education

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TESOL MEETS WITH EDUCATION SECRETARY BELL

President Darlene Larson and Executive Director James E. Alatis met last fall with United States Secretary of Education Terrel H. Bell for an hour's discussion on concerns that are summarized in the letter below. Also sitting in on the meeting were J. David Edwards of the Joint National Committee for Languages; Sharon Schonhaut, Special Assistant to The Secretary; and Ron Hall of the Office of Bilingual Education and Minority Language Affairs.

December 14, 1982

The Honorable Terrel H. Bell, Secretary
The United States Department of Education
400 Maryland Avenue, S.W., Suite 4181
Washington, D.C. 20202

Dear Secretary Bell:

I want to thank you for talking with Dr. James E. Alatis and me about some of the concerns of those of us who teach English to speakers of other languages. If I may, I would like to review a few of the issues that were discussed.

As you know, we work with kindergarten children and refugees, university students and adult education students, elementary students and high school youths. Many of the people involved in teaching those groups strongly feel a lack of coordination among governmental offices and agencies as well as a lack of communication between those offices and the professionals teaching in the field, the group on which the successful implementation of your plans ultimately depends.

As a diverse, highly regarded international organization in the field, we see ourselves as a vital resource available to the Department of Education. Although we call ourselves *Teachers of English to Speakers of Other Languages*, our members include researchers and administrators, materials developers and testing specialists, classroom teachers and linguists and specialists in the area of teaching standard English as a second dialect. Frankly, many of our members feel that our profession has been grossly underutilized.

We especially appreciated the opportunity to

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TESOL NEWSLETTER

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words.** Send **two** copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four** copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or **five typed double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections of the *TN*** are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Ron Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement, but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, last minute job notices will be accepted provided there is space. **Advertising rates and information** are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue

Next Deadlines: February 20th for the April TN and April 20th for the June TN.

President's Note to the Members

TESOL history was made on December 4th and 5th, 1982, when some of the subcommittee chairs of the Committee on Professional Standards (CPS) met in Washington, D. C. Only rarely does a group of members of a standing committee of TESOL ever meet with TESOL support outside of convention week. Some may say that this happened because the Executive Board approved such a meeting and, indeed they did, wholeheartedly. But in reality, this work is the result of TESOL members repeatedly making it clear that attending to the quality of our programs and of our employment conditions is the most important task of the TESOL organization.

Although this meeting marked significant progress, the work has just begun and will continue for years. As an organization we must reach a consensus on directions we should take and statements we should make. Such a task will take time because it means a consensus among as wide a group as possible. While we teach in diverse circumstances around the world and our special interests and needs vary significantly, an initial goal is to develop a set of standards that might be viewed as the heart of the matter, a core of principles that any program would strive for if it were to strive for excellence. We hope that a draft of such a set of standards will be in registration packets at TESOL '83 in Toronto. Then we will need to hear from you how such statements will or will not fit the many different situations in which you work. Several program segments during the Toronto conference will be devoted to discussion of the draft and of the future work of the CPS.

The Committee on Professional Standards has been charged with carrying on the work of the former task force on employment concerns, with continuing earlier efforts toward teacher certification and with investigating possible ways to accredit or regulate programs of teacher education and programs of language instruction. This is an enormous charge to any committee, but it has been my privilege to find only enthusiasm and willingness among members of the committee. They have solid support from the Executive Board, (see page 7, column 3) and I am sure that they can count on all of you. Volunteer your willingness to read and react to drafts of statements and sets of standards by writing to Carol Kreidler, Chair of the Committee on Professional Standards, in care of the TESOL Central Office. Inform her of guidelines you know of which have been prepared by other organizations regarding the standards of their professions or institutions.

Think about the essence of what makes a quality program both for students and for staff. It is now time to work for improvements in our profession by assisting the members of the Committee on Professional Standards. I know that together we will be successful.

Darlene Larson

TESOL TORONTO '83

CONVENTION BRIEFS FOR TESOL '83

RESEARCH I.S. SEEKS INPUT

Following the major reorganization of TESOL, what was formerly the Research Committee is now an Interest Section, with Andrew Cohen as chair and Dick Allwright as associate chair. At TESOL Toronto, we will have a chance to debate and determine future policy. Meanwhile we would like to hear from any TESOL member who wishes to join the new Interest Section on Research. What are the most urgent questions that research could usefully focus on?

Please write, straight away, to Dick Allwright, Department of Linguistics, University of Lancaster, Lancaster LA1 4YT, England.

TEACHING COMPOSITION INTEREST SECTION

All TESOL members at TESOL Toronto interested in forming a new interest section on the teaching of composition please check the *Convention Daily* upon your arrival. Meetings will be arranged to discuss formation, goals, and ideas for this new section. Anyone willing to help organize this section please contact: Tim Robinson, St. Edwards University, Austin, Texas 78704. Telephone: (512) 444-2621.

APPLIED LINGUISTICS PANEL L2 ACQUISITION RESEARCH ETHICS

Recently there has been a dramatic increase in empirical studies in the field of second language acquisition. This raises many ethical questions that must be dealt with—how to get "naturalistic" data without compromising the rights of the participants, how to cope with irrelevant regulations of the 'Human Subjects Review' committees, how to insure confidentiality, etc.

This year in Toronto, the Applied Linguistics Interest Section is sponsoring a panel discussion on "The Ethics of SLA" featuring well-established researchers in the field, including John Schumann, UCLA; Tom Scovel, San Francisco State University; Elaine Tarone, University of Minnesota; and Nessa Wolfson, University of Pennsylvania. The panel chair is Brita Butler-Wall, UCLA and University of Washington.

We are looking forward to a lively and controversial exchange of ideas, and practical suggestions for researchers and for teachers who want to apply research results in their classrooms. Keep your eye on the conference program for meeting time and date.

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TESOL RESEARCHERS: WHAT DO THEY READ? WHAT DO THEY RECOMMEND?

by **Dick Allwright**
University of Lancaster

The following article reports on a survey commissioned by the former TESOL Research Committee (pre-TESOL reorganization) on what journals, texts and other resources language acquisition researchers recommend. The survey, carried out in November, 1981, was conceived of as a sort of parallel to "A Bare-Bones Bibliography for Teachers of ESL" which appeared in the December 1979 issue of the *TESOL Newsletter* reporting on texts recommended by methodologists.

It won't surprise anyone to learn that TESOL researchers read the *TESOL Quarterly*. A recent mini-survey set up by TESOL's Research Committee has confirmed that obvious fact but gone a little further to present TESOL members with a few more details of the reading habits of a dozen researchers (mostly past or present Research Committee members). Most of these researchers see "second language acquisition" as the most appropriate label for their research area, with "bilingual education," "classroom research," "testing," "English for specific purposes," "sociolinguistics," and "first language acquisition" getting two mentions each in contrast with the eight for second language acquisition.

It is interesting to note that none of the twelve respondents (including the present writer) cited "language teaching methods" as his or her field of inquiry. This may be disturbing to some readers, for obvious reasons, so perhaps a little interpretation would be useful. The reason for this apparent neglect of methodology, I suspect, is that we have all taken at least one step backwards away from it, because we are all very conscious, from our different perspectives, that far too many methodological questions cannot hope to be usefully answered until we understand a lot more about language learning, in society or in the classroom, as a psychological and sociopsychological process. Meanwhile we, all twelve, have our work to do and for the great majority that work directly involves methodological decisions about classroom language learning. It is as researchers that we retreat to our background concerns, but as practitioners we have to be as practical as anyone else.

So, what do researchers read, and also what do they recommend that others should read? This is how they responded to the five questions of the TESOL Research Committee's mini-survey.

1. What journals do you subscribe to and read regularly?

Thirty-six different journals were mentioned but only *TESOL Quarterly* was cited by all twelve. *Language Learning* came very near with eleven mentions, but after that the nearest were three journals cited by four respondents each: *Applied Linguistics*, *Foreign Language Annals*, and *SLANT* (Second Language Acquisition Notes and Topics). Eight more journals, including the *Modern Language Journal*, got three mentions, and fifteen more got only one mention each.

The picture, then, is one of overwhelming domination by the two major U.S. journals, with the disparate specialist interests of the twelve researchers represented by the wide range of the other thirty-four titles mentioned (from *Language and Brain* to *Discourse Processes* and *The Review of Educational Research*). A healthy picture of diversity for the profession, around a common core of interest.

2. What journals, books, articles, or other resources do you scan when doing a literature search in a research project?

Not so obviously this time, *TESOL Quarterly* was the winner again in this category, but with only eight mentions, followed by ERIC (ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics) with six. The ***Journal of Applied Psycholinguistics*** and ***LLBA*** (Language and Language Behavior Abstracts) were not far behind with four mentions each, followed by ***Language Learning, Dissertation Abstracts***, and ***Language Teaching and Linguistics Abstracts*** with three mentions. Then came four journals with only two mentions: ***Applied Linguistics, Language, Modern Language Journal***, and ***RELC Journal***. After that came single mentions for fifteen of the journals already cited in answer to the first question, for fifteen more journals not previously mentioned, and for three books: Hatch's *Second Language Acquisition*, Larsen-Freeman's *Discourse Analysis in Second Language Acquisition Research*, and Richards' *Understanding Second and Foreign Language Learning*.

Perhaps the only surprise here is that six out of the twelve researchers do not automatically turn to ERIC for help in their literature searches. It would be interesting to know why. Meanwhile I can only suspect that a good many established researchers are so well in touch with their professional colleagues elsewhere that they enjoy a private network for information exchange which works better for them than ERIC could. If this interpretation is correct (and perhaps readers would like to comment) it could be turned into advice for future researchers: work hard at establishing an informal network of contacts so that you too can get copies of papers even before ERIC hears about them. The obvious way to do this is to attend as many professional conferences as you can and to conscientiously follow-up interesting presentations by getting to talk to the presenter and, at least, putting in a request for a copy of any eventual paper. If you cannot actually get to the conferences you would like to attend, then at least get a copy of the program and write off to the presenters requesting a copy of any paper that looks interesting. Presenters will probably be flattered by such a show of interest, and most will be able to send you their papers at very little expense to yourself (if any at all).

3. What are your favorite books or other sources on research methods? For your own research? For your students who are just beginning research?

This is where the respondents began to exhibit their full diversity, with two having no favorites at all and the rest citing a total of nineteen different books, only two of which had two mentions. The titles are (with the twice-mentioned ones first and the rest in alphabetical order by author):

Hatch and Farhady:	*Research Design and Statistics for Applied Linguistics.*
Isaac and Michael:	*Handbook on Research and Evaluation.*
Aiken:	*Readings in Psychological and Educational Testing.*
Bailey:	*Methods of Social Research.*
Borg and Gall:	*Educational Research.*
Campbell and Stanley:	*Experimental and Quasi-experimental Designs for Research.*
Cook and Reichardt:	*Qualitative and Quantitative Methods in Evaluation Research.*
Dunkin and Biddle:	*Research on Teaching.*
Gay:	*Educational Research.*
Hatch:	*Second Language Acquisition.*
Hersen and Barlow:	*Single Case Experimental Designs.*
Larsen-Freeman:	*Discourse Analysis in Second Language Acquisition Research.*
Oppenheim:	*Questionnaire Design and Attitude Measurement.*

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TESOL TRAVELS TO TORONTO

by **Ian Gertsbain**
George Brown College

No one ever said that organizing a TESOL Convention is an easy task. These expressions were caught at a two-day planning meeting in Toronto on November 19-20, 1982.

Photos by Aaron Berman

In Huron, an Iroquoian language, Toronto means *a place of meeting*. For an expected 4,000 TESOLers, Toronto will once again take on the same meaning from March 15 to 20 during the seventeenth annual TESOL Convention.

TESOL '83 participants should be prepared for certain other linguistic phenomena in addition to the Amerindian placenames. When pronounced by residents, Toronto becomes two syllables: ['trano]. Natives of the city call themselves Torontonians with a similar reduction in number of syllables. Also, Canadian English has a universal question tag which is *eh?* [e]. Expect to hear such things as: "Toronto's a great city, eh?"

Toronto's greatness, in size as well as quality, is largely due to its immigrants. Toronto, Canada's most populous city, is the place in which most immigrants to Canada choose to settle. Besides being home to the largest Italian community outside of Italy, Toronto has well-established Chinese, Greek, Portuguese, East and West Indian, Vietnamese and Polish communities among others. People interested in first language maintenance, interlanguage, fossilization and eating well are encouraged to explore these communities, some of which are within walking distance of the convention hotels. The restaurant section of the *City Guide* prepared by members of the local committee should prove to be a useful resource in doing research of this kind.

If walking does not appeal to you but culinary research does, you will be happy to learn that Toronto's public transportation system (known as the T.T.C.) is remarkably safe and efficient. Each registrant will receive a *Ride Guide* which shows all the bus, streetcar and subway routes in the city. (Taxis, as in other large North American cities, are fairly expensive.) Also, for those TESOLers who are interested in doing "state of the art" research rather than striking out on their own, the local committee has arranged for escorted dinners to some of Toronto's many restaurants. There will be a desk in the registration area at the Sheraton Centre where gastronomical needs, real and perceived, will be assessed and dealt with.

TESOL TORONTO TAX DEDUCTIBLE

In case any prospective convention attenders from the U.S. are wondering whether attending a TESOL convention in Canada is a deductible expense, the answer is: "Yes—if you can deduct your expenses for a TESOL convention held in Chicago or Detroit, for example, you can also, on the same basis, deduct for one in Toronto."

The good news is that no special forms certifying attendance at specific presentations are necessary as they were in 1978 in Mexico City. The law has been changed since that time, and now conventions held either in Mexico or in Canada are deductible business expenses in the same way as those held in the U.S.

In an attempt to meet participants' needs other than those mentioned above, the local committee has arranged for other activities. Since St. Patrick's Day falls during TESOL '83, it was felt that an appropriate marking of the occasion was necessary. A limited number of tickets for the James Galway concert at Toronto's new Roy Thomson Hall (two blocks from the Sheraton) have been purchased. If you wish to attend on March 17, you will be able to purchase tickets in the registration area when you arrive at the convention. After the concert, or instead of the concert, you may want to consult the section of the *City Guide* which deals with bars. (Yes, there are places in Toronto which serve green beer on St. Patrick's Day.)

Besides something green for St. Patrick's Day, convention-goers should keep other clothing needs in mind when packing. Bring a really spiffy outfit with you for the banquet on Friday, March 18. If you plan to go skating at City Hall (just across the street from the Sheraton Centre), you will need warm clothing. And, if you are going on one of the ski trips, you will need appropriate clothes. Both the Westin and and the Sheraton Centre have swimming pools which registered guests can use.

However, if you do forget to pack something, you will have a good excuse to go shopping in Toronto. If you have only a few minutes between sessions, step across the street into the Eaton Centre where you will find everything you might need or want. When you have a little more time, take a short subway ride north to Yorkville where you will be able to browse in hundreds of boutiques. For a particularly Canadian souvenir, you may want to consider the purchase of an Eskimo sculpture. Getting back to eating, TESOLers should know that English china is very reasonably priced in Canada and that most stores will arrange for articles to be shipped to the U.S. thereby avoiding certain taxes.

Those TESOLers arriving by air (having perhaps sampled some Canadian rye during the flight) might require the following information. There is regular bus service from the airport to the Sheraton Centre. At the time of writing, the fare is $5.50 (Canadian). Taxis cost about $20 from the airport to the city. Also, please refer to the section on entry regulations in the registration information before you leave home. You will need some form of identification if you are not a resident of Canada.

TESOLers from the U.S. and abroad will be able to change foreign funds into Canadian currency at banks and at the hotels. Travelers cheques in U.S. and Canadian currency are honored everywhere. Most stores and restaurants accept U.S. currency but the exchange rate may not be as favourable as that received at banks. There are kiosks at the airport at which foreign currency can be changed into Canadian funds upon arrival. However, the local committee suggests that, if possible, participants arrive in Toronto with sufficient Canadian currency to cover the costs of transportation to the convention hotels and other incidental expenses.

The 1,200 members of the TESL Association of Ontario are looking forward to your arrival and send the following message: "See you in Toronto, eh?"

SALES NOW PERMITTED AT CONVENTION EXHIBITIONS

TESOL has reversed its long standing policy of no sales at the annual convention exhibition. Because of the outcome of a recent court case involving a non-profit organization and the IRS, TESOL has decided it can permit sales, mostly of books, at its annual conventions without incurring the risk of losing its all-important non-profit organization tax status. Persons planning to attend TESOL/Toronto can now plan on purchasing materials there.

CONVENTION TO BE GOVERNED BY NEW RULES AND REGULATIONS

by Joan Morley
Chair, Standing Committee on Rules and Resolutions

The TESOL '83 Convention in Toronto, March 15-20, will be the first convention to operate according to the TESOL reorganizational changes in the TESOL Constitution and Bylaws, (revised, May 4, 1982, Honolulu). The following is a thumbnail sketch of the official business meetings to be held at TESOL '83 with annotations of business to be conducted, where appropriate.

INTEREST SECTION BUSINESS MEETINGS

(formerly SIGS)
March 16 (Wednesday) 5:00-6:30 p.m.

Business: (1) At this meeting each Interest Section will elect its representative(s) to the Section Council for the next year (for TESOL '84). Before the annual meeting of each Interest Section, the Executive Director will certify the number of current members in each Section to determine whether the Section is entitled to one, two, or three representatives on the Section Council. (See paragraph one below under SECTION COUNCIL.)

(2) At this meeting each Interest Section will elect an Associate Chair who shall be the chair-elect (i.e., shall accede to the Chair in the second year). The Chair of each Section serves as a member of the TESOL Program Committee for the convention. The Associate Chair of each Section shall, in cooperation with the Second Vice President of TESOL, be responsible for preparing the Section's segment within the general convention program.

(3) Each section will conduct business appropriate to its professional concerns.

STANDING COMMITTEES OPEN MEETINGS

March 17 (Thursday) 6:00-7:00 p.m.

SECTION COUNCIL

March 17 (Thursday) 2:00-4:00 p.m.

Members: Each Interest Section elected its representative(s) to this council during its business meeting at TESOL '82 in Honolulu. (Sections with fewer than 200 members are entitled to one representative; sections with between 200 and 500 members are entitled to two representatives; sections with more than 500 members are entitled to three representatives.)

Business: (1) At this meeting this council must elect a slate of *three* persons to run for one of the three Executive Board positions on the January 1984 mail ballot. The other two slates of three each will be prepared by the Affiliate Council and the Nominating Committee. (The three slates will be listed separately on the mail ballot and *only one person from each slate* can be selected by the voting member.)

(2) At this meeting this council must elect a slate of *five* persons for the Nominating Committee election. At the subsequent Legislative Assembly (Friday, March 18) two persons will be elected to the Nominating Committee from this slate and two will be elected from a second slate of five presented by the Affiliate Council. (At its Monday, March 14 meeting, the Executive Board will elect a Chair for the new nominating Committee from the membership of the retiring Nominating Committee.)

(3) This council will conduct business appropriate to the various professional concerns of the TESOL membership as reflected in the established Interest Sections.

Governance: This meeting will be chaired by the Past TESOL Second Vice President assisted by one of the two At-Large Executive Board members elected in January, 1983, by mail ballot. This will comprise an Ad Hoc Coordinating Committee for this year. (With the election each year of a section representative to the Executive Board for a three-year term, eventually there will be three section representatives on the Executive Board. These three will comprise the Coordinating Committee of the Section Council and each will accede to Associate Chair in the second year and to Chair in the third year.)

AFFILIATE COUNCIL

March 17 (Thursday) 5:00-7:00 p.m.

Members: Sometime before the TESOL '83 Convention, the members of each affiliate must select/elect a member to represent them at this meeting. The name of the affiliate's representative to this council must be sent to the Executive Director no later than 30 days before this meeting (i.e., by February 17, 1983 as stated on page 3 of the December 1982 issue of *TN*.

Business: (1) At this meeting this council must elect a slate of *three* persons to run for one of the three Executive Board positions on the January 1984 mail ballot. The other two slates of three each will be prepared by the Section Council and the Nominating Committee. (The three slates will be listed separately on the mail ballot and *only one person from each slate* can be selected by the voting member.)

(2) At this meeting this council must elect a slate of *five* persons for the Nominating Committee election. At the subsequent Legislative Assembly (Friday, March 18) two persons will be elected to the Nominating Committee from this slate and two will be elected from a second slate of five presented by the Section Council. (At its Monday, March 14 meeting, the Executive Board will elect a Chair for the new Nominating Committee from the membership of the retiring Nominating Committee.)

(3) This council will conduct business appropriate to the coordination and representation of the regional interests and geographical distribution of the TESOL membership, as reflected in the established Affiliates.

Governance: This meeting will be chaired by the TESOL First Vice President assisted by one of the two At-Large Executive Board members elected in January, 1983, by mail ballot. This will comprise an Ad Hoc Coordinating Committee for this year. (With the election each year of an affiliate representative to the Executive Board for a three-year term, eventually there will be three affiliate representatives on the Executive Board. These three will comprise the Coordinating Committee of the Affiliate Council and each will accede to Associate Chair in the second year and to Chair in the third year.)

LEGISLATIVE ASSEMBLY

March 18 (Friday) 5:45-7:00 p.m.

Members: Any paid-up member of TESOL attending the Annual Meeting is eligible to attend the Legislative Assembly and to participate in any voting procedures. Members of the affiliates who are not members of TESOL shall be entitled to attend the Assembly meetings but without the right to vote.

Business: (1) At this meeting the Assembly must elect *four* persons to serve on the Nominating Committee for the coming year. Two shall be elected from the slate of five persons presented by the Interest Section Council and two shall be elected from the slate of five persons presented by the Affiliate Council. (The Chair of the Nominating Committee is elected by the Executive Board from the members of the retiring committee.)

(2) This Assembly will conduct business appropriate to the needs and concerns of the organization.

(3) Content and courtesy resolutions will be brought before the Assembly by the Chair of the Standing Committee on Rules and Resolutions. (See "Notes on Resolutions" on page 3 of the December 1982 issue of *TN*.

Convention Briefs

Continued from page 2

IMMERSION EDUCATION RESEARCH COLLOQUIUM AT CONVENTION

This six-hour colloquium will address research issues and findings pertaining to the immersion model of bilingual education. Presenters will report on research in the following areas: theoretical issues of the model, students' scholastic achievement, second language loss, attitudinal consequences, age factor in early and late immersion, and use of the model with minority language students. Following each presentation, there will be a reaction period in which a panel will have the opportunity to ask questions and make comments. Audience participation will also be encouraged at this time. The colloquium is tentatively set for Friday and Saturday, March 18 and 19, from 2-5 p.m. For further information check the convention program in Toronto or write: Ann Snow, Applied Linguistics Program, 3304 Rolfe Hall, UCLA, Los Angeles, California, 90024.

TEACHING ENGLISH ABROAD (TEA)

TEA's academic session, "Selection and Adaption of Materials for Teaching EFL Abroad," will feature. panelists June E. Kane, Monterey Peninsula College; Ian H. Munro, Department of English, William Jewell College; Ann L. Sen, Middle East Technical University; and S. N. Sridhar, Program in Linguistics, SUNY Stony Brook. They will present short papers dealing with choice and use of teaching materials overseas.

At the TEA Publishers' Rap Session there will be a presentation on the marketing and distribution of American ESL materials abroad, how the market deals with problems of foreign exchange, copyright, and other concerns of publishing outside the United States. See the convention program for further details, watch the *Convention Daily* for special announcements, or consult TEA Associate Chair, Erik Christy or Chair, Betty Taska.

Continued on page 13

THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

THE ESL EMPLOYMENT SURVEY: A REPORT

by Carol J. Kreidler and Phillip Edmondson
Georgetown University

The following is only a partial report, more information will be published, possibly in a later issue of the *TESOL Newsletter*. We have benefited greatly from the assistance given us by John Hermansen, Director, Language Processing Center, Georgetown University.

In December 1981 the first survey form for employment conditions appeared in the *TESOL Newsletter*. By distributing the form this way, we felt all members of TESOL would have the opportunity to report their situation without fear of reprisal. Additionally, we urged TESOL members to copy the form for their colleagues. Affiliate presidents and those who had attended meetings on employment issues were requested to publicize the form. We hoped for a good response from the membership because we wanted to be able to make valid, reliable statements about norms and standards. However, the response was low, and we are forced simply to report the data we have received and let the membership do the interpretation. We feel, nevertheless, that since this was a first attempt to determine the employment situation, we must report the data and then urge every TESOL member to complete the form when and if it next appears.

10% OF MEMBERS RESPOND

There were 691 respondents, 10% of the 7137 regular, student and joint members as of June 1, 1981. Thirteen percent of the members who list their levels of work as college or university responded to the questionnaire; 6% of those in elementary and secondary schools and 6% of those in adult education also responded. Returns came from colleges and universities (52% of the respondents), adult education (16%), public schools (13%) and business or private schools (8%). Respondents from 46 states are included in the data.

From the 691 respondents, we deleted three categories to facilitate reporting salary information: directors, co-ordinators and more than one title respondents (94); foreign teachers (69); and eight who misread the question on pay. We then have a total of 520 on whom we can report.

The salary data included in each section report on ESL instructional staff only. Directors and co-ordinators have been excluded in order to focus on the full-time and part-time teachers in the field. Hours in class (HWC) and hours outside of class (HWO) are means. These figures were combined to derive an hourly rate which could be used as a basis of comparison for the various full and part-time categories. The following chart explains pay period designations used in the calculations.

Pay Period	*Weeks*
Week	1
Quarter	10
Semester	14
Academic Year	28
Calendar Year	52

COLLEGES AND UNIVERSITIES

By far the largest group to respond to the questionnaire were those in colleges and universities. They comprise 52% of the total. In a way this reflects the TESOL membership—30% of the total membership works on the college and university level; but this is also where we have traditionally heard of the problems of part-timers with no benefits working full-time hours—"slave labor."

In the colleges and universities category (279 respondents), there are almost 2.5 times as many females as males (73% to 25%) with an average age of 34. She has a full time appointment (52%—a figure backed up by data reported by administrators who filled out the TESOL "core" questionnaire). In rank, she is either a lecturer (19%) or an instructor (40%); 9% are assistant professors, 4% associate professors and 4% professors. (Five percent listed their titles as director or coordinator. Ten percent had other titles and 10% had more than one title.)

She has been in her present position for 24 months (50%); 25% have held their jobs for less than a year; 7% for more than eight years. She has been in the ESOL field for 6.5 years. She has an M.A. degree (73% have an M.A., 12% a B.A., and 15% a Ph.D.).

She has a written agreement (86% have a contract or letter of appointment; 64% have the term specified, 32% being for the academic year and 30% for a semester). However, her teaching responsibilities are not specified, nor are her non-teaching responsibilities, benefits, terms under which the contract can be broken by employer or employee, or guidelines for reappointment. Sixty-five percent do have their salary specified.

She probably does not know if her employer is required to state grounds for dismissal or non-renewal of contract because almost half do not know this. She does not have a policy manual

Continued on next page

SUMMARY CHART OF MEANS

(EXCLUDING DIRECTORS, COORDINATORS AND THOSE GIVING MORE THAN ONE JOB TITLE)

	Colleges and Universities	Adult Education	Public Schools	Private and Business
GENERAL				
Respondents	279	84	71	30
Age	34	35	36.5	30
Basis of job: full-time	52%	30%	77%	68%
part-time	47%	70%	23%	32%
Length of time in job	24 mos.	24 mos.	30 mos.	12 mos.
Length of time in ESOL	6.5 years	4 years	5 years	4 years
Highest degree:				
Bachelor's	12%	32%	23%	43%
Master's	73%	65%	70%	47%
Doctoral	15%	2%	3%	—
Union representation: yes	15%	37%	76%	3%
no	85%	63%	24%	96%
CONTRACTS				
Has a written contract	87%	69%	91%	21%
Contract includes terms	64%	38%	76%	—
Contract includes salary	65%	45%	85%	—
" " teaching responsibilities	24%	18%	51%	—
Non-teaching responsibilities	9%	4%	34%	—
Benefits	17%	19%	73%	—
Employer break contract	17%	15%	48%	—
Employee break contract	6%	11%	41%	—
Has policy manual	37%	35%	55%	30%
Written job description	30%	35%	48%	23%
TENURE AND PROMOTION				
Available	15%	14%	68%	—
Now in tenured position	9%	11%	45%	—
Promotion: at full rank	22%	45%	53%	27%
ineligible	49%	30%	28%	27%
eligible	29%	25%	19%	46%
GRIEVANCE PROCEDURES				
For dismissal	30%	32%	83%	10%
For non-renewal	23%	18%	52%	7%
BENEFITS				
Health insurance	75%	60%	92%	70%
Social security	64%	45%	56%	77%
Life insurance	60%	30%	76%	30%
Retirement	65%	51%	88%	17%
Paid sick leave	59%	60%	89%	60%
Tuition benefits	54%	24%	23%	17%

(37% do) or a written job description (30% do). Eighty percent do not know how many weeks notice they will receive if they are terminated and 63% don't know if such notice must be written.

Tenure is not available to her (it is available to only 15%). Nine percent have tenure now and have had it for an average of seven years. She is probably not eligible for promotion (31% are, but 22% are at full rank now, while 49% said they were ineligible). She is not informed of progress toward promotion (14% are).

In the way of benefits, she has health insurance (75%), social security (63%), life insurance (60%), retirement (65%), paid sick leave (57%) and tuition benefits (54%).

Tables 1A and 1B include salary information for universities and community colleges excluding directors. The salary figures for both full-time and part-time university ESL instructors show that both groups earn, on the average, less than $20,000 per year. As indicated in Table 1A, full-time instructors paid on a calendar year basis earn the most, on the average $18,310 per year. Following closely behind are full-time instructors paid on an academic year basis. This group earns on the average $17,767.

The majority of part-time instructors are paid by the hour rather than by the academic or calendar year. The average hourly rate reported was $18.45. While this figure may seem high, it must be remembered that part-time instructors are usually paid according to the number of hours they are in class. Since all categories of part-time instructors report that they spend more hours outside the classroom doing job-related work than in the classroom teaching, the actual rate must be reduced accordingly.

Concerning the number of hours per week spent in the classroom, a difference can be noted between part-time and full-time instructors. All categories of part-time instructors reported teaching less than 12 hours per week while all categories of full-time instructors reported teaching more than 13 hours per week. This hourly difference between the two groups, however, is not great enough to account for the large gap that exists between their salaries: the overwhelming majority of part-time respondents reported teaching slightly fewer hours for significantly less pay.

ADULT EDUCATION

The respondents in adult education (84 in number) are 80% female. She is almost 35 years old, has been an ESL teacher for 4.5 years, and holds one job (73%) which she has had for two years. The job is part-time (70%). She has a master's degree (65%) as her highest degree. Thirty-seven percent of those working in adult education report being represented by a union.

She does have a written agreement (69% do, but 28% report having none). More than half of the respondents did not answer the question which asked whether teaching responsibilities and employee benefits were specified in the written agreement. She does not have guidelines for reappointment (only 6% do), and she has an average of only four weeks notice of reappointment. She has no policy manual (60%) or written job description (65%). There is no tenure available to her (61%). She does not know of grievance procedures for dismissal or non-renewal of contract.

As for benefits, she does have health insurance (60%), a retirement plan (51%), and sick leave (60%). She does not have social security (45%), life insurance (30%), paid annual leave (26%), or tuition waivers (24%). She is not reimbursed for expenses to attend conferences (30%) nor given support for other professional improvement (14%).

Continued on page 9

SALARY DATA FOR FACULTY IN U.S. UNIVERSITIES AND COMMUNITY COLLEGES (EXCLUDING DIRECTORS, COORDINATORS) FULL-TIME

Table 1A

Pay Period	N	$ Mean	$ Median	St. Dev.	$ Range	HWC	N	HWO	N	$ HR/Rate	N
Calendar	47	18,310.90	17,000.00	5864.52	11,000-39,186	14.73	44	23.36	36	11.44	34
Academic	63	17,767.20	16,875.00	5598.91	10,548-35,971	12.42	64	21.96	55	20.29	54
Semester	5	3,980.00	3,000.00	2361.57	1,500-6,500	17.33	5	17.25	4	9.08	4
Quarter	2	4,717.00	4,717.00	—	4,400-5,034	13.33	3	14.0	2	17.98	1
Month	2	1,612.50	1,612.50	—	1,227-1,998	16.00	2	38.0	1	9.99	1
Hour	2	11.40	10.00	—	5-20	23.80	5	21.50	2	—	

KEY:

N — Number of Respondents
St. Dev. — Standard Deviation
HWC — Hours in Class
HWO — Hours out of Class
HR/Rate— Hourly Rate calculated by: (HWC + HWO) × (WKS) ÷ Mean Salary

SALARY DATA FOR FACULTY IN U.S. UNIVERSITIES AND COMMUNITY COLLEGES (EXCLUDING DIRECTORS, COORDINATORS) PART-TIME

Table 1B

Pay Period	N	$ Mean	$ Median	St. Dev.	$ Range	HWC	N	HWO	N	$ HR/Rate	N
Academic	12	7,079.75	5,800.00	4,835.80	1,000-16,157	11.27	11	16.10	10	9.09	9
Semester	24	1,991.58	1,650.00	1,285.57	500-4,875	8.21	24	10.31	16	9.41	16
Quarter	14	2,163.14	1,918.00	1,271.65	630-4,883	10.50	14	13.58	12	10.40	12
Hourly	82	18.45	19.00	6.37	5-38	10.95	81	13.89	53	—	

BOARD UPHOLDS STANDARDS FOR FAIR EMPLOYMENT

On October 17, 1982, the Executive Board of TESOL accepted with thanks the progress report on the employment survey submitted by the TESOL Standing Committee on Professional Standards (PSC). At that time the Executive Board reaffirmed its commitment to publicize information regarding employment conditions in the field of TESOL to teachers and other interested parties or groups. The Board went on record as acknowledging that unfair or sub-standard working conditions, such as those pointed out in the survey, do exist, and as resolving to do everything in its power to disseminate this information and to raise the consciousness of the general public to this fact. The Board further reaffirmed its commitment to use every resource at its disposal to work for improvement in working conditions for all TESOL professionals. The purpose of the Board in reaffirming its commitment was to encourage those members of our profession who are most directly afflicted by these difficulties to continue their efforts, in the knowledge that the Executive Board and indeed the entire profession is exerting meaningful energy and is prepared to allocate resources toward the alleviation of inequities and the improvement of employment conditions at the earliest possible moment.

Finally, the Board promised to lend its total support and exert all its influence in insisting upon adherence to fair employment practices in any of its future public statements or activities. The Board expressed its gratitude to the Committee for its important work, especially in that it had performed the invaluable service of educating the Board and further raising its consciousness regarding abhorent working conditions in the field. It further instructed the Executive Director in his capacity as Secretary-Treasurer of the organization to place the highest possible priority upon implementation of the recommendations of the Professional Standards Committee and any of its future activities.

James E. Alatis, Executive Director for the TESOL Executive Board

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JALT ANNOUNCES NEW EDITOR

Virginia LoCastro was named editor of the *JALT Newsletter* in December 1982. Announcements and articles to the *JALT Newsletter* may be addressed to: Virginia LoCastro, Editor, JALT Newsletter, 3-40-25 Ogikubo, Suginami-ku, 167 Tokyo, Japan. Good luck, Virginia!

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SURVEY

Continued from page 7

Unfortunately the number of responses for adult education is lower than for higher education. Salary data from Table 2A indicate that full-timers paid on the academic period have a mean salary of $20,078.60 for 21 hours per week in the classroom and 14 hours of related work outside class. Table 2B indicates that part-timers in adult education appear to be paid less than the university part-timers (Table 1B). The mean hourly rate is $13.29, five dollars less than the university rate. The number of hours per week in class is approximately two more.

SALARY DATA FOR FACULTY IN ADULT EDUCATION (EXCLUDING DIRECTORS, COORDINATORS) FULL-TIME

Table 2A

Pay		$	$		$					$	
Period	N	Mean	Median	St. Dev.	Range	HWC	N	HWO	N	HR/Rate	N
Calendar	7	16,387.30	14,000.00	5,732.01	11,200-27,000	16.17	6	21.86	7	9.64	6
Academic	7	20,078.60	19,650.00	5,994.85	12,500-28,000	21.00	3	14.00	3	20.03	3
Hour	8	11.63	12.50	4.17	6-17	23.38	8	8.86	7	11.00	7

SALARY DATA FOR FACULTY IN ADULT EDUCATION (EXCLUDING DIRECTORS, COORDINATORS) PART-TIME

Table 2B

Pay		$	$		$					$	
Period	N	Mean	Median	St. Dev.	Range	HWC	N	HWO	N	HR/Rate	N
Academic	2	6,300.00	6,300.00	3,818.38	3,600-9,000	10.50	1	4.00	1	16.07	1
Quarter	4	2,700.00	2,725.00	1,663.83	650-4,700	15.00	3	15.00	3	9.03	3
Hour	49	13.29	13.00	4.63	4-29	13.20	49	11.43	28	12.56	27

PUBLIC SCHOOLS

In terms of employment conditions, public school teachers seem to rank higher. Generally speaking, they have benefits and grievance procedures, but they teach more hours per week. The statements given here are based on 71 respondents.

Overwhelmingly female (90%), the public school respondents indicate they hold one full-time job (77%). The average teacher is 36.5 years old, has been in this job for 2.5 years (an ESL teacher for almost five years), and holds a master's degree (70%). While 92% are certified, 18% hold certification in ESL and 18% in bilingual education.

She is represented by a union (76% are). She has a written agreement of employment (91%) with the length of contract specified (50% as academic year and 14% as calendar year), with teaching responsibilities specified (50%) with benefits (73%) and salary (85%) stated. She has 18 weeks notice of reappointment and her employer must state grounds for dismissal (75%) and grounds for non-reappointment (56%). She has grievance procedures for both. She has a policy manual (55%), but may not have a written job description (only 48% do). She has tenure available to her (68%) and 45% of the teachers who have tenure have had it for 5.5 years. Fifty-three percent are at full rank now.

Her benefits include: health insurance (92%); social security (56%); life insurance (76%); retirement plan (85%); paid sick leave (89%). Thirty percent have paid annual leave; 14% travel benefits; and 23% tuition benefits. Sixty-one percent reported no compensation for professional improvement courses; attendance at conferences was also not supported (25% had travel costs covered).

The figures seem to indicate higher salaries for full-time teachers in U.S. public schools than the two other groups presented. Table 3A indicates those paid on either the calendar or academic year receive approximately $2,000 more than their counterparts in higher education. The figures also suggest that the public school teacher spends nearly twice the number of hours a week in the classroom. Furthermore, the public school year is several weeks longer than that of the university.

SALARY DATA FOR FACULTY IN U.S. PUBLIC SCHOOLS FULL-TIME: ALL RESPONDENTS

Table 3A

Pay		$	$		$					$	
Period	N	Mean	Median	St. Dev.	Range	HWC	N	HWO	N	HR/Rate	N
Calendar	18	20,475.40	19,000.00	5,302.13	14,500-30,000	27.00	17	14.78	9	13.87	8
Academic	28	19,677.90	18,950.00	4,759.92	12,500-32,085	24.73	26	19.2	15	26.66	12

SALARY DATA FOR FACULTY IN U.S. PUBLIC SCHOOLS PART-TIME: ALL RESPONDENTS

Table 3B

Pay		$	$		$					$	
Period	N	Mean	Median	St. Dev.	Range	HWC	N	HWO	N	HR/Rate	N
Calendar	2	10,650.00	10,650.00		7,000-14,300	21.00	2	5	2	7.66	2
Academic	5	10,573.40	10,000.00	882.676	9,995-12,000	17.00	5	14.67	3	13.93	3
Hourly	7	12.00	11.00	5.1316	6-20	14.86	7	7.5	2	12.00	2

SECRETARY BELL

Continued from page 1

speak with you about our thoughts regarding a federal policy of bilingual education. Many school districts can operate bilingual education programs effectively while others find a variety of other program designs more suitable. It seems to us that a federal policy should require proficiency in languages for *all* students and should support and guide that requirement in many kinds of educational settings under a variety of administrative arrangements. Some students will learn English in bilingual education programs, some in other kinds of programs. And English speaking students should be learning other languages with federal guidance and support, some in the traditional classes and some in bilingual education programs.

It seemed that our discussion was both profitable and encouraging. We were grateful for the opportunity to express our support for all language learning and teaching. Let me assure you that TESOL stands ready to serve in program design, in research in proficiency measurement, language acquisition, classroom methods and materials design; and we would certainly be interested in assisting in the preparation of the "primer" you spoke of as needed by many who serve in decision-making positions but understand few of the needs of the learner of English. We look forward to being called upon.

Sincerely,
Darlene Larson
President of TESOL

WERE YOU AT TESOL '81 ON MARCH 4th?

If any *TESOL Newsletter* readers who attended the 1981 TESOL Conference in Detroit tape recorded the opening session statement by James Alatis on Wednesday, March 4th, the TESOL Central Office would appreciate knowing about the tape. Please write to: Carol LeClair, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, or telephone: (202) 625-4569.

IIE SURVEY

Continued from page 1

benefits large numbers of Third World students, the benefit is in fact unevenly distributed. "Some of the poorer countries which could benefit most are, in fact, benefiting least," he said.

Some 27 Third World countries (13 OPEC members, 9 regional economic powers and 5 populous Asian nations) account for approximately 190,000 students. The remaining 127 nations in the Third World send just 75,000 students, an average of well below 1,000 students per country. Nigeria sends almost half the students from the 56 African states, which include some of the poorest in the world. Mexico sends half of all students from Central America, while Venezuela accounts for nearly half of all South Americans. Taiwan provides more students than all South Asia, which includes the vast populations of India, Pakistan and Bangladesh.

The *Open Doors* survey reports that only 15 percent of foreign students indicated that U.S. sources were their primary financial support in 1982. As recently as the 1977 academic year, U.S. sources were the primary source of support. Only 2 percent cited the U.S. Government as provider of their major funding.

Engineering has attracted the largest number of foreign students (23 percent in 1982) since the surveys began over a quarter-century ago. Business and management, mathematics and computer sciences have increased their share of the total relative to the natural and social sciences and humanities, demonstrating the vocational orientation of foreign students.

In 1982 there were 106,000 foreign graduate students. U.S. graduate education is particularly important to Third World nations concerned with the training of skilled professionals. The concentration of foreign graduate students in technological fields is especially notable. According to the National Research Council, foreign students received 50 percent of all doctorates in engineering, 32 percent in mathematics, 26 percent in computer sciences, and 22 percent in physical sciences in 1981.

Foreign students are widely dispersed among the 2,454 colleges and universities which reported their presence in 1982, yet they tend to cluster in largest numbers at relatively few institutions. Seventy-four colleges and universities reported over 1,000 international students. This small group of schools enrolled over one-third of the total. Most schools with large enrollments were major universities, although the single largest foreign student enrollment was at Miami-Dade Community College. (Community colleges' share of the total has increased to approximately one-sixth in the past decade.)

Over the past quarter-century, the Northeast and Midwest have declined as the regions with the most foreign students, while the Sunbelt states have steadily increased. New York, which led the nation when the surveys began in 1955, has been superseded by California, which now enrolls one-sixth of all foreign students. Over the same period, Texas has risen from seventh to third in terms of size. Florida is fourth. It was not in the top ten 25 years ago. One-third of all foreign students are enrolled in the postsecondary institutions of California (51,520), New York (28,222) and Texas (24,397) alone. The top ten institutions in terms of foreign student enrollment were Miami-Dade, U.S.C., Columbia, Wisconsin at Madison, Boston University, Texas at Austin, Texas Southern, Southern Michigan, U.C.L.A. and Northeastern.

The IIE census of foreign students is guided by the Interassociational Committee on Data Collection—composed of representatives of the Institute, the American Association of Collegiate Registrars and Admissions Officers and the National Association for Foreign Student Affairs—with financial support from the U.S. Information Agency.

Copies of *Open Doors* 1981/1982 are available from the Office of Communications, IIE, 809 U.N. Plaza, New York, N.Y. 10017 for $22.95 postpaid.

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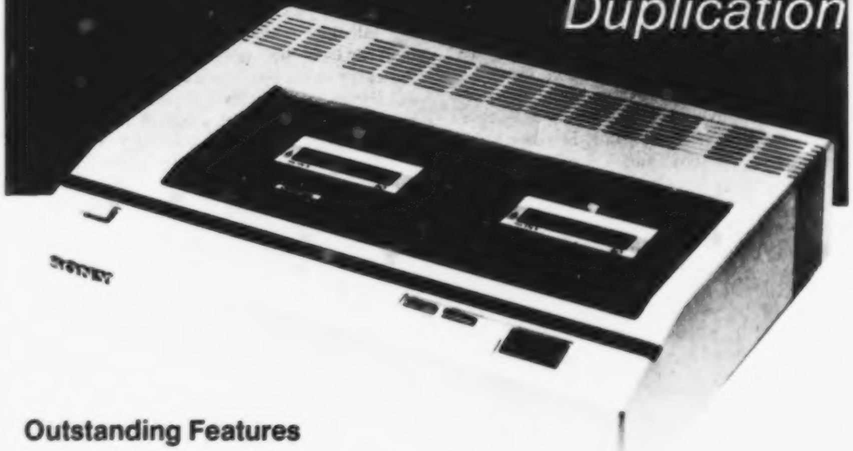

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INTERNATIONAL EXCHANGE

INTERNATIONAL CONCERNS

In the October 1982 issue of *TESOL Newsletter* my open letter exploring some questions and ideas relating to the international role of TESOL was published.

I was very happy that first John Haskell and then Alice Osman (past and present *Newsletter* editors) showed great enthusiasm for an "international column." Their positive response means that space is and will be available for international news, views and discussion of issues. Of course, utilization of that space remains the responsibility of international members.

Commitment to a developing international awareness has gone further than that, however. Jean Handscombe, Program Chair for TESOL '83, has encouraged and made possible a "Rap Session" at TESOL '83 for international affiliates and individual members from outside North America, at which John Haskell and I will be hosts. John Haskell, in his position as first vice president, is responsible for liaison with affiliates and is very interested in expanding the role of and service to the "international arm" of TESOL.

The rap session will provide information on starting a new affiliate, getting TESOL speakers, and other aspects of TESOL's work. It will also enable discussion of questions, suggestions, and problems raised by international affiliates and members. There will be an agenda representing the main areas of concern of international affiliates and members, and therefore, I am asking you to bring this session and its aims to the attention of your affiliate, and encourage a discussion of items which ESOL professionals in your area would like to have discussed.

I would like you to send your items for the rap session agenda in advance. Please write to me, giving me as much information as you can about the topic(s) you would like to have discussed, and also explaining whether you are writing on behalf of an affiliate, as an affiliate member but raising a topic independently, or as an individual member. Your letter should arrive by March 1st. Please note my address below.

Please don't think that if you can't come to TESOL '83 there's no point in your writing: we will make sure that a report of the session appears on the international page afterwards.

As a British teacher, I have always thought of myself as an international member of TESOL, even when I was teaching in the U.S.A. There I enjoyed and valued my membership in my local affiliate, Illinois TESOL/BE. Imagine my pleasure, then, when I arrived in Scotland, to discover that I had come just in time for the inauguration of a new affiliate, TESOL Scotland. TESOL Scotland comprises two constituent associations, SATEFL (Scottish Association of Teachers of English as a Foreign Language) and SATESL (Scottish Association of Teachers of English as a Second Language), both of which are active at the national level, and keen to become more involved internationally.

I expect to get as much learning and pleasure from TESOL Scotland as I did from Illinois TESOL/BE. This provision of both professional and psychological support to its members seems to me to be the major role of an affiliate.

Liz Hamp-Lyons
University of Edinburgh
Institute for Applied Language Studies
21 Hill Place
Edinburgh EH8 9DP Scotland

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TWENTY-FIRST JACET CONFERENCE

The twenty-first Japan Association of College English Teachers (JACET) Conference was held October 29-31 at Doshisha Women's College in Kyoto. More than 500 teachers attended the conference. The theme was "Seeking the Origins of English Education in its Diversity." Professor Yukinobu Oda, conference chairperson, opened the three-day meeting, and Professor Yoshio Ogawa, president of JACET, and Professor Hisaji Okano, president of Doshisha Women's College, gave welcoming speeches.

The keynote speech of the conference was given by Dr. Henry G. Widdowson of the University of London, Institute of Education. In his address, "Dynamism in Language Learning," Dr. Widdowson began by emphasizing that dynamism, that is, activity and energy, if it is to be valuable, should be directed toward effective outcome in terms of language learning. This point, he said, is important and seems obvious but is often overlooked. He went on to talk about the importance of context to language learning and about meaningful communication in the classroom. He asserted that errors are a natural part of the language learning process and of the students' focus on the meaning rather than the system in real communication.

Kenji Kitao
Doshisha University
S. Kathleen Kitao
Doshisha Women's College

SUMMER INSTITUTE IN PRC

The fourth summer institute on Chinese language will be held from June 13 through August 19 at Nankai University in Tianjin, People's Republic of China. An optional 11-day tour will be conducted at the end of the institute program. Application deadline is February 28. Program costs: Institute costs, $1944; Post-institute tour, $325; plus airfare. Applications are available from: China Center, Minnesota-Nankai Institute, University of Minnesota, 314 Social Sciences Building, Minneapolis, Minnesota 55455. Tel: (612) 376-2593.

RELC REGIONAL SEMINAR

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 18th Regional Seminar April 18-22 in Singapore. The theme of the seminar is "New Trends in Language Syllabus Design."

Further information about the seminar can be obtained from: Director, (Attention: Chairman Seminar Planning Committee), SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

MODULAR M.A. PROGRAMS AT UNIVERSITY OF LANCASTER

The University of Lancaster, England is offering modular M.A. Programs with a combination of courses to be completed in the Department of Linguistics and Modern English Language, the Department of English Literature, and the Institute for English Language Education. Student applications for 1983 are being accepted now. For further details write to: Graduate Studies Secretary, Department of Linguistics, University of Lancaster, Lancaster LA1 4YT, England.

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ENGLISH ALIVE: Grammar, Function, and Setting

Gail Fingado and Mary Jerome, both of Columbia University

This introductory text for ESL beginners combines thorough presentations of basic grammatical structures with basic survival English. Half of the chapters target a particular grammatical *structure* and are introduced by interesting, adult-oriented dialogues and reading passages. Remaining chapters focus on structure and usage in context, either in *functions* such as extending invitations or in settings such as restaurants or doctors' offices. The authors also include a wide range of practical exercises and stimulating topics for in-class presentations.

Paper/344 pages/1982

THE ENGLISH CONNECTION: A Text for Speakers of English as a Second Language

Gail Fingado, Leslie Freeman, New York Institute of Technology, **Mary Jerome and Catherine Summers,** Columbia University

The English Connection prepares intermediate-level ESL students to use the English language with greater structural accuracy and fluency. A stimulating alternative to ordinary ESL textbooks, this lively book uses thought-provoking topics to explain grammatical structures and provides a wide range of exercises, examples, and illustrations.

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Phillip Knowles and Ruth Sasaki, both of the Language Institute of Japan

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Robert Saitz and Francine Stieglitz
Paper/320 pages/1978

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Kenneth Croft
Cloth/450 pages/1980

TEACHING ENGLISH AS A SECOND LANGUAGE: Techniques and Procedures
Christiana Bratt Paulston and Mary Newton Bruder
Paper/255 pages/1976

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LETTERS

TOEFL SCORES OFTEN INVALID

November 22, 1982

To the Editor:

Using a TOEFL score to indicate English proficiency is extremely risky. The Educational Testing Service (ETS) has perfected TOEFL to the point that it probably provides a good measure of a student's ability to cope with college level classes which use English as the medium of instruction. However, the results of the test may be invalid due to improper or compromised test administration procedures, both domestically and internationally. (TOEFL is offered under four different testing programs: International, Special Centers, Institutional and Overseas Institutional.)

As educators, administrators, and admissions officials, we must be concerned about standards of excellence in education. To admit a student on the basis of a score which may have been unfairly obtained denigrates our educational system and makes a mockery of admissions standards. Unfortunately, ETS perpetuates such situations through its acute neglect of and disregard for the implementation of proper test administration procedures.

On several occasions I have found it necessary to contact ETS regarding matters of test security (score challenges). Let me cite a recent example. A newly-arrived student for our intensive English program submitted a TOEFL score of 557, which ETS confirmed by phone. However, the student scored only 43 (of a possible 100) on our placement test, placing in the second level of our four-level program.

According to a letter from Mr. Robert Parker, former director of test security at ETS, the TOEFL office provides phone verification of score reports which are under investigation, giving no indication at all that the score is being reviewed, and will notify schools of the investigation results only if the candidate designated the school to receive an official score report from ETS. Thus, an admissions official who receives an official report from the candidate and verifies the results with ETS by phone will assume the score to be valid and will never receive notification to the contrary.

ETS provides a potentially valuable service to an admissions office in that an uncompromised TOEFL score enables a committee to make a reasonably accurate conclusion about a student's English proficiency. Under the Institutional Testing Program, ETS provides official score reports only to the administering institution. However, an Institutional TOEFL score, accompanied by a college or university official's statement that the results accurately indicate the student's English ability, provides a more reliable estimate of proficiency than an official TOEFL report from either the International or Special Center Programs.

Ralph Lowrance
Sacred Heart College
Belmont, North Carolina 28012

BRUDER REPLIES

December 1, 1982

To the Editor:

There seems to be some idea floating around that in pointing out that slow readers "follow with their fingers," (June '82) I somehow am ignoring (or decrying) the use of this technique by good readers. That simply is not the case.

The readers I'm talking about are not using the finger to keep pace, but to keep place. Their recognition of letters and words is so poor that they lose their place unless they mark it with their finger. This strategy is not the one used by good readers.

Mary Newton Bruder
General Linguistics
University of Pittsburgh

Convention Briefs

Continued from page 4

VIDEO AT TESOL '83

If you have video material that is not being commercially demonstrated, show it at the video exchange booth at TESOL/Toronto. This booth is co-sponsored by the TESOL LOCAL COMMITTEE and Joe Hambrook. All material must be on 3/4" U-matic cassette. Further details from Joe Hambrook, BBC English by Television, Bush House, London, WC2 B4PH, England or Sharon Bassman, North York Board of Education, 5050 Yonge Street, Willowdale, Ontario, M2N 5N8, Canada.

FILM FESTIVAL PREVIEW

Here is a preview of the continuously run movies and slide/tape showing at the Convention Centre Theatre from Wednesday through Friday, March 16-18, 10 a.m. to 5 p.m. **Cultural Background:** *Reflections: People of Ontario.* Members of the Black, German, Greek and Korean communities look at their contributions to life in Ontario. **Immigrant Adjustment:** *Becoming American.* This film traces the difficult transition to American life by the Hmong family who had lived in a Thai refugee camp for six years. *Way of the Willow* dramatically presents the resettlement in Montreal of the Vietnamese Tran family and focuses on Anh, the mother. **Methodology:** *TIME, More Goes into it.* This multi-media event produced by *TIME*, provides a close look at the creation of two of *TIME*'s biggest features: the Man of the Year feature on Lech Walesa and the Children of War article.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

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The program will include plenary sessions by internationally known speakers, papers and workshops by TESOL teachers and their colleagues in related disciplines, educational visits, material exhibits and social events.

JEAN HANDSCOMBE
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Toronto
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Non-TESOL members may obtain detailed information by writing to:
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JOB OPENINGS

San Francisco State University. Opening for Fall, 1983: tenure track position in TEFL/TESL, rank negotiable. Areas of responsibility: assisting in administration of university ESL program; teaching graduate professional courses in an M.A.—English/TEFL program and supervising student teachers in the university and community; developing curriculum and teaching ESL courses. Ph.D. and two years experience in these areas required. Application deadline is March 15, 1983. Send letter and curriculum vitae to: Thurston Womack, Chair, English Department, San Francisco State University, San Francisco, California 94132.

American Language Institute, University of Southern California. At least one opening at instructor level for academic year 1983-84. Responsibilities include teaching ESL, supervision of teaching assistants and part-time lecturers, etc. Requirements: M.A. in an appropriate field and at least three years' teaching experience. Preference given to those applicants with teacher supervision experience. Major criteria: teaching excellence and professional commitment. Appointment is for one academic year, renewable annually. Salary is competitive. Summer teaching possible. Send resume and letter of application (including telephone number) by April 4, 1983 to: William Rutherford, Director, American Language Institute, University of Southern California, JEF 251, University Park, MC 1294, Los Angeles, California 90089-1294. We will also be interviewing at the TESOL Convention, Toronto, Canada, March 15-20.

Pan American University, Edinburg, Texas. Director of non-credit, self-supporting ESL program. Possible joint appointment with English Department. Responsibilities include development, evaluation, and review of curriculum, supervision of staff, and coordination of student recruitment, testing, and placement. M.A. in TESL required; Ph.D. in related field preferred. Recent teaching experience in the field required. Overseas experience and second language skills, particularly in Spanish, preferred. Record of recent successful professional activity preferred. Two year appointment beginning August 15, 1983 (renewable for a maximum of four years). Salary range $18,000-$21,000. Reports to the director of Continuing Education. Send letter of application, resume, support materials and three letters of recommendation by March 15 to: Dr. Ronald L. Applbaum, Vice-President for Academic Affairs, Pan American University, Edinburg, Texas 78539.

ICMC Philippine Refugee Center ESL-CO Program requires senior staff in curriculum, training, and testing, and supervisors in ESL, orientation, and prevocational instruction. Qualifications: M.A. in relevant discipline and at least three years experience (five years experience without degree). Previous work overseas and/or with Southeast Asian refugees. Senior staff posts also require skills in administration and human resources management. Salary: $12-14,000 plus benefits including housing. One-year commitment. Positions available now. Send resume and names of two references to: Mitzi Schroeder, USCC Migration and Refugee Services, 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005. Please indicate position you are applying for.

Continued on next page

University of Hawaii at Manoa. Department of ESL. Associate/Full Professor, tenure-track. Seeking individuals with an established reputation for quality teaching and excellence in research in ESL/applied linguistics; doctorate in an appropriate field; experience in an ESL graduate program; scholarly publication record. ESL experience in Asia or Pacific Basin preferred. To teach graduate/undergraduate courses in areas of research and instructional interests. Salary range: Associate—$21,300-$32,400; Full—$27,120-$41,736. Send vitae, references, publications, and other supporting documents to: Chair, Department of ESL, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822. Starting date: to be arranged. Closing date: March 15 or when the position is filled, whichever comes later.

Ohio University, Athens. Teaching assistantships are available for 1983-84 leading to an M.A. in Linguistics with specialization in ESL/EFL. Teaching duties are one hour of instruction per day with compensation being remission of tuition plus a stipend of $450 per month including summer. Preference is given to applicants with some ESL/EFL teaching experience. For information contact: Dr. James Coady, Department of Linguistics, Ohio University, Athens, Ohio 45701. Telephone: (614) 594-5892.

English Department of Sanaa University, Yemen. Five teaching positions for Ph.D.s in applied linguistics or TEFL. Teaching load should be approximately 10 hours per week with a twelve month contract paying approximately $2100 per month plus annual round trip transportation, housing, and medical care. Apply as soon as possible; positions open in August. Interested parties should send vitae immediately via international mail to Dr. K. S. Misra, Department of English, Sanaa University, P.O. Box 1247, Sanaa, Yemen Arab Republic.

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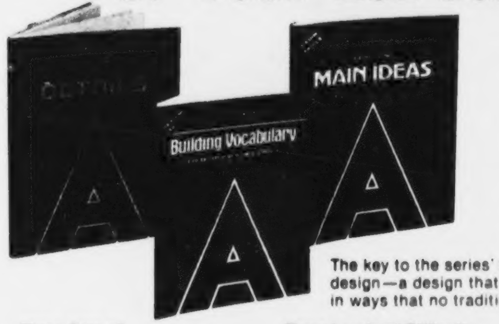

AUTHOR
Margaret Martin Maggs,
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University of Toledo, Ohio. The American Language Institute is seeking a full-time instructor to teach ESL skills to pre-university international students, 20 hours per week. Qualifications: M.A. in TESOL or related field. Preference will be given to candidates with experience teaching in an intensive ESL program in the U.S. Salary: $16,333 for 11 months. Contact: Jane VanBolt, American Language Institute, University of Toledo, 2801 West Bancroft, Toledo, Ohio 43606. Telephone: (419) 537-4201.

Sapporo Japan. Qualified English teachers sought by International Academy for Youth, a language institute. One-year contract, full-time. Minimum degree: B.A. in TESL/TEFL or equivalent. Duties: teaching beginning to advanced level classes. Possible promotion with appropriate salary increase to administrative and supervisory positions. Starting dates: April 1 and October 1. Send resume, transcripts, photo, two or more letters of recommendation and a cassette tape describing yourself and stating reasons for wanting to teach at IAY to: Mr. Toshi Fujii, Head Instruction, IAY, Hinode Bldg. 5F, Nichi 4, Minami 1, Chuo-ku, Sapporo, 060 Japan.

Thessaloniki, Greece. Several vacancies in the English Department at Anatolia College beginning September 1, 1983. Three-year contracts offered. Qualifications: M.A. in applied linguistics/TESOL and/or literature minimum; extensive overseas experience preferred. Benefits: tax-free salary, travel and shipping allowances, furnished on-campus housing and medical insurance. Send resumes and inquires to: Michael R. Bash, Chairman, English Department, Anatolia College, Thessaloniki, Greece.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at its programs in Riyadh and Tais. Please direct inquires to: Robert Ventre Associates, Inc., 2 Inn Street, Newburyport, Massachusetts 01950. Telephone: (617) 462-2550.

San Diego State, California. Tenure track joint appointment in study skills (3/4 time) and linguistics (1/4) time). Duties: Prepare materials and teach ESL for bilingual, particularly Hispanic, students; administer ESL program in study skills center; teach ESL methods, materials development and specialities. Detailed job description available. Appointment as assistant or associate professor, $20,868-$28,844, depending on qualifications. By March 15 send application, including vita, transcripts, three recommendations and appropriate supporting materials to: Donald D. Basile, Director, Study Skills Center, San Diego State University, San Diego, California 92182-0422.

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REVIEWS

Edited by Ronald Eckard
Western Kentucky University

What's the Story? Sequential Photographs for Language Practice, Books 1-4

by Linda Markstein and Dorien Grunbaum. 1981. Longman, Inc.: 19 West 44th Street, New York, NY 10036.

Reviewed by Bob Oprandy
Teachers College, Columbia University
New York, New York

What's the Story? Sequential Photographs for Language Practice is a four-book series that revolves around twelve sets of four sequential photos of real people embroiled in seemingly true circumstances. The materials, beautifully put together by co-authors Linda Markstein and Dorien Grunbaum (who did all the photography as well), are a must for any program concerned with the promotion of communicative competence and looking for excellent stimuli towards that end.

Professionally photographed, the pictures provide foci for a number of carefully designed activities that help students work on all four basic language skills. Students can progress from Book 1's carefully controlled vocabulary and structures to Book 4's emphasis on composition skills.

The dozen units of each book correspond to the twelve sets of photos, which remain constant for all four student books. If a language program decided to use all four stages of *What's the Story?*, a student who spent more than a term or two with the series would most likely master a good deal of language but perhaps tire of the same story lines.

However, if the 18" x 24" spiral-bound sets of photographs—or the small copies found at the back of each book—are used in the numerous ways suggested in the Teacher's Guide, a good deal of creative storytelling will yield new versions or twists to each story. The stories, as written in the student books, are already quite creative. They portray a wide range of people involved in engaging, believable experiences. Three-year-old Carolita experiences the painful arrival of a new sibling into *her* household. A ball-playing boy picks up a $20 bill dropped by a woman as she pays a taxi driver, and the youngster is left to decide how to handle his values conflict. Senior citizens share pictures on a park bench.

Unlike the lifeless "people" found in the sketches of so many ESL texts and previous progressive picture pads and books, Markstein and Grunbaum's characters show a panoply of emotions—nervousness, disappointment, anger, frustration, jealousy, failure, sympathy, indecisiveness and joy. The characters and their stories lend themselves to lots of discussion for their own sake as well as creating contexts for students to share their own life experiences and the emotions surrounding them. Some stories are amusing with their clever twists at the end; all are engaging and well designed as stimuli for classroom interaction, including role-playing.

The 44-page *Teacher's Guide* for the entire series contains a concise, thorough collection of suggestions for how to use the photo charts. It also supplements the wide range of activities in the texts. Security is provided for inexperienced teachers through the clarity of the suggestions, and challenges await experienced teachers who may have a limited repertoire in using sequential pictures. The authors declare some of their beliefs about learning by offering suggestions aimed at providing students with choices and with opportunities to use their imaginations without fear of being "wrong" as they reproduce verbally what the photos present visually.

What's the Story? by Linda Markstein and Dorien Grunbaum. © 1981 by Longman Inc. Reproduced by permission from Longman Inc., New York.

The *Teacher's Guide*, the best I've read, also offers several ideas for written work, for making new vocabulary come alive, and for utilizing the passport-sized pictures in the back of the students' books in ways the spiral-bound picture pads cannot be used.

Also in the *Guide*, the writers share their research in testing out their materials. They go over the story line that most students came up with for each set of pictures and relate a few unexpected plots. They summarize language activities they have found particularly useful and list grammar and vocabulary items that logically flow from each story, clustering the latter into semantic sets they label "environment," "clothing," and "miscellaneous." Cloze dictations are also provided for use with Books 3 and 4.

The writers' intention to make *What's the Story?* a challenging series of language practice activities comes across clearly in the *Guide*. They expect students not to be able to understand everything immediately but to work hard for a little more than they currently control. Even in Book 1, no one's intelligence is questioned or insulted. The natural use of English begins with the title and is found throughout all the books; it is assumed by Book 4 that the readers have been exposed to lots of idiomatic language use.

The layout, editing and 6¾" x 10" size of the books, which range in length from 44 to 66 pages, are excellent. The pads, however, would stand up more easily on narrow chalk trays if they had a slightly stiffer cardboard backing. Also, the inclusion of the small photos at the back of each book may rob classes of the spontaneity a teacher would hope to have upon introducing a new set of photos. Most curious students, upon examining their new books at the beginning of a term, would certainly take a look at the photos long before the lessons dealing with them. This could be an advantage, however, if students begin to hypothesize in English about possible versions of the stories.

Much more could be said about this rich new set of materials. If you enjoyed using previous sets of progressive pictures, you will love the possibilities Markstein and Grunbaum's photos and accompanying texts provide.

BBC *English by Television*

Reviewed by Rhoda Curtis
Sogang English Institute
Sogang University
Seoul, Korea

George Whiteside, in his review of BBC's *English by Television* videotapes in the June *TN* says: "I hope that in future some teacher who has used these tapes in classes will write a more authoritative review of them than what follows." Here, then is a comprehensive review of the following BBC videotapes: *People You Meet*, *The Sadrina Project*, *The Bellcrest Story*, *Follow Me to San Francisco*, *Speak Easy*, and *Bid for Power*.

We have used these videotapes at Sogang University with a variety of students, and we have found them to be superior to any we have reviewed so far. The diction is clear, and the differences between British English and American English are relatively minor. The colloquial English in *Follow Me to San Francisco* is, of course, American English, and the social situations and interactions are definitely American.

FMTSF is essentially a soap opera, the story of a young man (Tom) from the country who arrives unannounced to visit his sister in San Francisco. The film follows Tom through the big city as he makes one social gaffe after another. For once it is the American, not the foreigner, who is the "stranger." These subtle differences create strong teaching points.

Continued on page 18

REVIEWS

Continued from page 17

Authors Suzanne Griffin and Jeff Caden have managed not only to make the characters believeable but also to create situations that provide instruction in following directions, looking for an apartment, looking for a job, getting along with one's relatives, getting involved in an accident, buying appliances on credit, making adjustments to persons of different cultural backgrounds, and dealing with emotional involvement and commitment. The sense of reality is achieved through the naturalness of the sequences and the excellent quality of the writing. The individual scenes, short segments only five minutes long, lend themselves to extensive exploration and in-depth discussion. We have found this videotape to be extremely successful with a wide audience—college freshmen and sophomores, English teachers, businessmen and women, and women whose job is primarily family management.

People You Meet is a grammar-based series designed with British humor and skill. Each section lasts from 12 to 13 minutes and is divided into three modules. The first module lasts about five minutes and consists of scenes in which the dramatic or comic element is relatively subdued, and the teaching point is demonstrated by numerous examples, some of which seem rather strained to the native speaker of English. The second module lasts two to three minutes and draws attention to the teaching point. The third module, which lasts about five minutes, continues to demonstrate the teaching point and completes the story, but with a greater emphasis on the comedy or drama.

I have watched Korean students working with the materials without a teacher and have observed that, although the examples of the various grammatical forms seemed strained to me, the students didn't think so. They need the repetition, and the variety of ways in which the grammar points are presented helps the students to understand the appropriateness of the grammar in different situations.

At Sogang we use the videotape as a self-teaching device, much as one would use a tape recorder in a language lab. Our students work in groups as small as 6 or as large as 18. They are assigned a videolab period, during which time they can view the tape as many times as they wish, stop it and replay sections, discuss the exercises and the points on which the modules are focused. We feel that a self-study component, using video material, is an effective teaching mechanism.

We are aware of the recent studies in brain research which point out that video watching activates the alpha waves rather than the beta waves of the brain, and that alpha waves are the ones present in sleep. We certainly don't want to put our students' brains to sleep with the VTR, so we structure the viewing time carefully, direct our students to look for specific points during their viewing time, and evaluate their experiences with communicative exercises following the viewing.

The theme of the *Sadrina Project*, while being ostensibly concerned with the travel business, is an interesting suspense story, and manages to engage the attention of students through the quality of both the filming and the acting. For Southeast Asian students the fact that many of the characters speak English with a Singaporean or Indonesian or Filipino accent makes it particularly attractive. The social positions, also, of the Asian speakers are varied. Some are hotel clerks, some are office managers, tour directors, hotel managers, and restaurant personnel. The interaction between a female office manager and her office personnel does not go unnoticed by the students.

The Bellcrest Story has been extremely successful with businessmen. We conducted one class in evening sessions five nights a week. Even though the students were extremely fatigued during those sessions, they managed to stay awake. At the end of the course, they formed a "Bellcrest Club Society" and met once a month for drinks and conversation. They identified so well with the characters in the story that they gave themselves names and identities paralleling those in the story. The pace of the language and the action of Bellcrest story is fast, but with frequent review and consultation with the teacher, we found that this particular videotape yielded a wealth of material suitable for all kinds of business as well as social interaction.

The written materials accompanying the videotapes leave much to be desired. In fact, the exercises in the student's books are deadly. But by following the case method described in Maryann Piotrowski's article in the *TESOL Quarterly* (16, #2, pp. 229-238), the teacher will find Bellcrest a good source for cases. The Teacher's Notes accompanying Sadrina are fair, but since the material is really geared to people in the travel business, the teacher with students whose interests lie elsewhere will have to be inventive in order to make full use of it. The Student's Book accompanying FMTSF gets high marks, but *People You Meet* could use some "Advice to the Teacher," especially for the beginning teacher, on how to use the material.

Speak Easy will turn out to be the jewel in the crown of BBC *English by Television*. This is a series of fourteen brief interactive sketches without dialog. Written and directed by Sarah Silverson, Mark Landa, and Jan Smith, these situations are superbly performed by two extremely talented mimes, Marjorie Bly and Vincent Valenti. The format allows the students to create the dialog for the situations. The Teacher's Manual gives an outline of the story in each episode and a list of functions covered in that episode. It is the ultimate realization of the notional-functional idea.

Bid for Power is applicable to a wider audience than *Sadrina* or *Bellcrest*. It has suspense, a good story line, and a good mix of various nationals speaking English with American, German, Swiss, French, Italian, Japanese, and British accents. The whole point of English as an international language is made in almost every scene, although it is clear that body movements, eating patterns, greetings, and voice intonation vary widely. The written materials for *Bid for Power* are the best in the entire BBC library, and our teachers are delighted with them. Designed for use at a level lower than the *Bellcrest* material, they are thorough and well thought-out.

Follow Me to San Francisco and *Speak Easy* are available from Longman, Inc., 19 West 44th Street, New York, NY 10036. *Speak Easy* and the British materials are available from Jeffrey Norton Publishers, 145 E. 49th Street, New York, N.Y. 10017.

BOOK REVIEW EDITOR

The Book Review Editor is Ronald Eckard. Reviews (no more than three pages, double spaced) should be sent to him at the Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

English in South Asia: A Bibliographical Survey of Resources

by Narindar K. Aggarwal. 1982. Indian Documentation Service, Gurgaon, The Academic Press.

Reviewed by Larry E. Smith
East-West Center
Honolulu, Hawaii

For those of us interested in non-native varieties of English, N. K. Aggarwal has performed a great service by compiling 1181 entries of books, dissertations, general articles, as well as unpublished research papers and monographs on the place of English in South Asia. The bibliography covers four major areas of interest: descriptive studies of South Asian English, contrastive studies with native languages of the area, the role of English in language planning in South Asia, and creative writing in English by South Asian writers. Although there are other bibliographies on this topic, this is the most comprehensive and the most systematically organized.

Perhaps it would have been helpful to make it clearer what countries were involved in the South Asian category. When I showed the book to an experienced teacher who had worked in Singapore, he asked if the book listed sources for that country. He seemed surprised that South Asia did not include that region of the world. Maybe if the subtitle had been "A Bibliographical Survey of Resources in Bangladesh, India, Nepal, Pakistan, and Sri Lanka," there would have been no confusion.

The book includes an excellent introductory essay on English in South Asia by Braj Kachru, the world's leading authority on the subject. It is difficult to imagine a better beginning to such a work. It is my hope that other volumes like this one will follow which cover other parts of the world. Of course there is the ever-present need for bringing bibliographies up to date, but with the use of a word processor that does not present a great problem.

The paper and printing are not as good as one might expect of a book which costs $24, but the content is well worth it. The book is indispensable for anyone interested in the subject.

POLITICAL ACTION BOOKLET PUBLISHED

One of the major tasks that all of us in TESOL have is to become politically active and to teach others how to do so as well. Some valuable suggestions which need to be put into practice are made in the booklet *Influence, Effectiveness and Language Policy: A Political Action Workshop* by Karen Lee McGuinness and J. David Edwards. It was prepared by the Joint National Committee for Languages (JNCL) with the assistance and support of the TESOL Committee on Sociopolitical Concerns (CSPC). The workshop itself was conceived and developed for TESOL's 1981 Summer Institute at Teachers College, Columbia University with the booklet being a natural outcome of it.

A limited number of copies of *A Political Action Workshop* are presently available, and readers who wish to obtain it may write to the TESOL Central Office requesting a copy.

The Fifth Annual TESOL Summer Meeting
July 21-23, 1983
Ontario Institute for Studies in Education, Toronto, Canada

[illegible] CALL FOR PARTICIPATION
Deadline: April 2[illegible]

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For the [illegible] will be a single theme—*Evaluation in ESL Programs.* Plenary sessions, papers, workshops and demonstrations will focus upon pre-program needs analysis, on-going program evaluation and post-program assessment. Elementary, secondary and post-secondary levels will be represented.

Final selection of presentations will be made by mid-May, 1983. Any person submitting a presentation form (see below) will be notified in writing of the status of the proposal as soon as possible thereafter. Papers and demonstrations will be 45 minutes in length; workshops may be up to 1½ hours. Panel discussions may be added if [illegible]

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Title of Presentation (nine-word maximum)______________________________

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The 1983 TESOL Summer Institute will be held in Toronto, July 4-August 12. The Summer Institute will be hosted jointly by the Department of Linguistics, University of Toronto, and the Modern Language Centre, Ontario Institute for Studies in Education. The theme of the 1983 Institute is "English in Bilingual and Multicultural Societies."

The 1983 TESOL Summer Institute will offer a wide variety of courses and mini-courses, a Forum Lecture series, and a number of related activities. The annual summer meeting of TESOL will be held during the Institute, July 21-23, 1983.

Accommodation for participants will be available on the campus of the University of Toronto. A handbook containing details on all matters relevant to the Institute (course descriptions, faculty, scheduling, mini-courses, accommodation, fees, visa requirements, lectures, scholarships, related activities) is available. Requests and inquiries should be addressed to: TESOL Summer Institute, School of Continuing Studies, 158 St. George Street, Toronto, Ontario M5S 2V8 Canada.

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Interview: JACK RICHARDS DISCUSSES NEW *LLC JOURNAL*

Less than a year ago *Language Learning and Communication, A Journal of Applied Linguistics in Chinese and English* (*LLC*) joined the family of journals devoted to language learning and teaching. *TN* asked Richard Day, chair of the Department of English as a Second Language at the University of Hawaii, to interview one of its editors, Jack C. Richards, in order to learn more about the new journal for TESOL members. The following talk took place last summer at the University of Hawaii where Professors Richards and Day teach.

Richard Day: One of the first things that comes to my mind when talking about *Language Learning and Communication* is why do we need a journal like this?

Jack Richards: This is a project that was begun in Hong Kong about three years ago by a number of people who are particularly interested in language education in Southeast Asia and China and who felt that there was a need for a journal that focused specifically on questions concerning language education in China and also in areas outside of China where there were Chinese communities. They thought that the problems of China were important enough and big enough to warrant a journal devoted specifically to applied linguistics in the Chinese context.

Day: What is the journal's focus?

Richards: We've described the focus of the journal as dealing with the learning and teaching of Chinese and English. One of the goals is to seek an exchange of ideas and experience between the Chinese and western traditions of language learning and teaching so emphasis is on both current trends and practices in language teaching and applied linguistics.

Day: Who is the intended audience?

Richards: There is a large audience in China—hundreds of universities and teacher training institutions as well as thousands of people involved in language teaching at different levels. There is also quite a large audience internationally—people who are interested in China, Hong Kong, Singapore and other areas where there is a Chinese influence in teaching and learning. The journal is bilingual with about three-quarters of the articles in English and the remaining articles in Chinese. Abstracts of articles in English are given in Chinese and vice versa.

Day: Given the diversified audience, what will the content of the journal be?

Richards: Well, for example, the first issue had an article by Bill Rutherford on the status of grammar in language teaching that raises issues that are of interest to anybody in any country but also in China itself where there has been a strong emphasis on grammar in the way English has been traditionally taught. Another article by a group of scholars from China and Australia compares different discourse styles in written English of Chinese and Australian students.

Day: How will this differ from other journals, such as the *TESOL Quarterly*?

Richards: Well, because we are dealing with a fairly specific regional audience, we can publish things that are more specific than articles that are published in the *TESOL Quarterly*. There is also, I think, a readership for in depth analysis and description of the particular problems that China faces as part of its program for modernization. A future issue of *LLC* will feature institutional reports on different teacher training programs in China and problems that they face. Another special issue will be a compilation of some of the papers presented at a recent East-West Center conference which focused on the design and implementation of programs in China in which Westerners are involved. That's an important area because the British government is involved in language teaching programs in China, and several major American universities have programs there as well.

Day: Would you recommend that a reader of the *Quarterly* subscribe to your new journal?

Richards: We think that anybody who is interested in the sorts of problems I've mentioned would benefit from a subscription. *LLC* will be published three times a year by John Wiley. This is a major American publisher, which is publishing the journal as a sort of public relations gesture. They will barely break even on it but they are interested in establishing links with China. Also, they are offering a half-price subscription rate of $20 to members of TESOL* and similar professional organizations. Presently an annual subscription is $40, although for readers in China, it will be available at much below cost.

Day: Could you tell me a little bit about the second editor of the journal?

Richards: Yes, my colleague, **Cheung Yat-shing**, from the Chinese University of Hong Kong and I are jointly editing this journal. Dr. Cheung has extensive contacts in China and makes frequent visits to China as a consultant. He is in touch with many of the members of the editorial board who are in China. He also reviews all articles submitted in English but he, with some of his Chinese-speaking colleagues, are responsible for the Chinese content. I don't have much input at all in the Chinese content, but we jointly manage the English-side of the articles. In addition, I should also mention the support which the University of Hawaii is providing *LLC* in the way of an editorial assistant, David Bycina, a graduate assistant in the Department of ESL.

Day: What do you suppose the circulation of *LLC* will be?

Richards: It's hard to say what the ultimate circulation—and what type—it will be. The publisher is presently making arrangements with the Chinese authorities for bulk distribution of the journal in China. Once the journal becomes more widely known, we look forward to a circulation of about three thousand.

* TESOL members should write to: **Subscription Dept. 2-0452, John Wiley and Sons, 605 Third Avenue, New York, New York 10158.** Subscriptions should be for a member's personal (not institutional) use with a clear indication of TESOL membership and accompanied by payment in U.S. currency.

The Fifth Annual TESOL Summer Meeting
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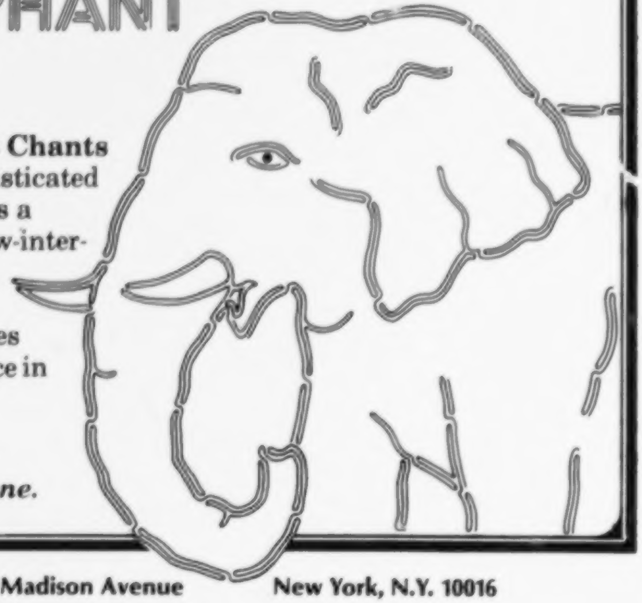

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IT WORKS

Edited by Cathy Day
Eastern Michigan University

A SPELLING FLOW-CHART

by Eric S. Nelson
University of Minnesota

As most ESL teachers will testify, learning to spell correctly in English can be extremely difficult and frustrating for many students. This "It Works" suggestion is aimed at simplifying the learning task through the use of a flow-chart. Eric Nelson, from the University of Minnesota, reports that his students enjoy using this flow-chart, that they prefer it to the usual "formidable-looking traditional presentation of the rules," and he hopes that other ESL students might enjoy it as well. (For students who are interested in business, it's a good way to learn about flow-charts at the same time.)

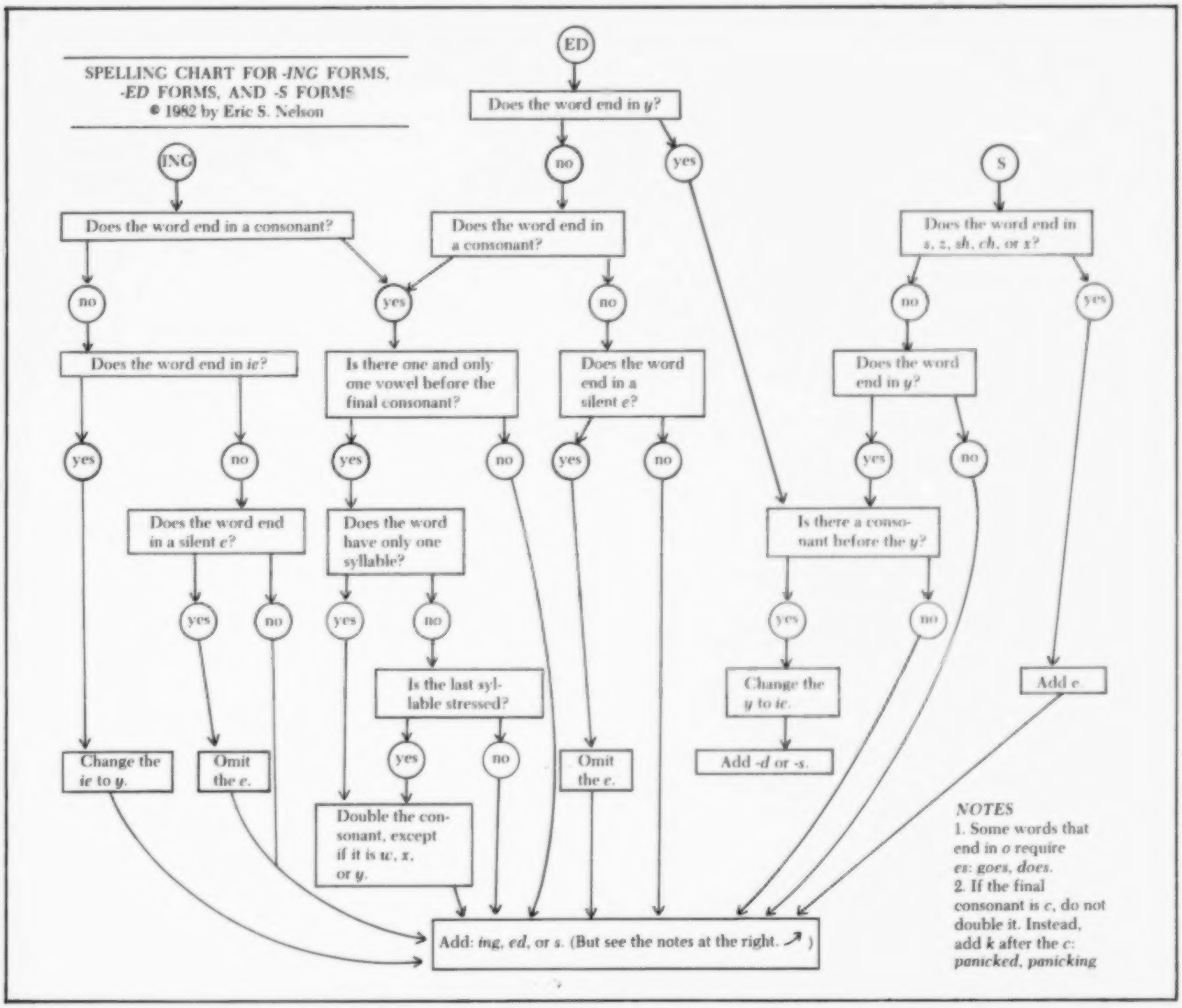
The flow-chart is aimed at making it "as easy as possible for students to avoid errors in spelling *-ing* forms, *-ed* forms, and *-s* forms," according to Nelson. The student is guided through a series of yes or no questions to the correct form. The student starts at the appropriate point—the *-ing* circle, the *-ed* circle, or the *-s* circle—and proceeds down the chart by answering questions about the base form of the verb. The student is instructed to make whatever stem changes are necessary (doubling a consonant or changing *y* to *ie* for example) and ends by adding the suffix. The chart limitations are:

1. It does not include a rule to produce *does* and *goes* rather than **dos* and **gos*. Those forms could have been dealt with in the chart, but are instead included in a note outside the chart.
2. The chart does not include the *ck* rule that applies in, for example, *panicking*. Again, this rule could easily be integrated into the chart, but is instead mentioned it in a note.
3. The chart does not include the exceptional-*s* form *has*.
4. The chart does not point out that consonant doubling applies in words such as *sidestepping* even though the stress is on the first syllable (as in *offering*) rather than on the second syllable (as in *referring*). (Or, to put it another way: that a word such as *step* requires consonant doubling when it occurs as the second element of a compound, regardless of stress.)

IT WORKS

***TN* readers are invited to write up lessons that have worked for them so that they may be shared with others in the field. Contributions should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.**

SPELLING CHART FOR *-ING* FORMS, *-ED* FORMS, AND *-S* FORMS
© 1982 by Eric S. Nelson


ED
Does the word end in *y*?
no
yes
ING
Does the word end in a consonant?
Does the word end in a consonant?
S
Does the word end in *s*, *z*, *sh*, *ch*, or *x*?
no
yes
no
no
yes
Does the word end in *ie*?
Is there one and only one vowel before the final consonant?
Does the word end in a silent *e*?
Does the word end in *y*?
yes
no
yes
no
yes
no
yes
no
Does the word end in a silent *e*?
Does the word have only one syllable?
Is there a consonant before the *y*?
yes
no
yes
no
yes
no
Is the last syllable stressed?
Change the *y* to *ie*.
Add *e*.
yes
no
Add *-d* or *-s*.
Change the *ie* to *y*.
Omit the *e*.
Omit the *e*.
Double the consonant, except if it is *w*, *x*, or *y*.
Add: *ing*, *ed*, or *s*. (But see the notes at the right. ↗)

NOTES
1. Some words that end in *o* require *es*: *goes*, *does*.
2. If the final consonant is *c*, do not double it. Instead, add *k* after the *c*: *panicked*, *panicking*

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USING THE RALLY FOR LANGUAGE STIMULATION

by D. Eugene Valentine
Arizona State University

As one of the culminating projects of an intensive course in Spanish language and culture, held in Santiago de Compostela, Spain, during the summer of 1982, the students participated in a very active language learning game that uses a methodology resembling what is known in the United States as a scavenger hunt and in Germany as a rally.* The student participants, from many countries and at all proficiency levels, agreed that the project was interesting and rewarding, not only because everyone got a chance to use the target language (L_2) for creative, practical ends (communicating with each other and outsiders in order to complete a series of exercises), but also because the students were able to develop personal associations outside their own language (L_1) group. They also appreciated the fact that the instructor was absent during the project, thereby allowing them to help each other in a less threatening atmosphere.

Briefly, the game goes like this: The organizers divide the students into conveniently sized teams of three to five people who are not speakers of the same L_1 (at least as much as possible). Each team is then given a series of sequentially numbered, sealed envelopes containing various exercises to be completed; some of the envelopes contain only numbered blank sheets, however, for a purpose described later. The team members are then sent off with directions given in the L_2 on how to proceed, along with one major observation: Under no circumstances is the game to become a competitive time race between teams; it should be a cooperative effort among team members and resolved without time constraints. The goal of the project is useful, creative language practice through participation, not a frantic race around the campus, the town, a shopping mall, or the neighborhood. The organizers of the rally, therefore, must find ways to make sure everyone arrives within a reasonable time at the designated rendezvous point. (You could tell the teams, for example, that if they are not done by a certain time they should call a certain telephone number so they can get instructions on how to get to the rendezvous point.)

The materials for the game are inexpensive; each team uses an identical set of items: fifteen (more or less) consecutively numbered letter-size envelopes, each containing either a sheet of problems to be solved, or a blank sheet of the same size. Once the appropriate sheet is inserted in a correspondingly numbered envelope the envelope is sealed. The devising and organizing of these materials does in fact constitute the most effort on the part of the organizers of the game, but once the work has been done it can be perfected where necessary and reused in the future.

The game begins when each team is sent off to a convenient but different site where it can choose its first leader, who opens Envelope 1 and then helps his or her team figure out the questions and answers, or how to resolve the problems presented. The problems are not the ordinary sort of requirements of a scavenger hunt, however. You will want to construct your own to fit your own locality, but here by way of example are the instructions in the first envelope we received (translated from Spanish):

1. Answer the following questions.
2. Rearrange the circled letters to form a number.
3. This number refers you to the next envelope.

Here were the questions:

A. A common musical instrument in Northwest Spain: GAITA
B. A bull fight: CORRIDA
C. What is very rare in the city of Santiago: SOL
D. The author of *Don Quixote*: CERVANTES
E. A volcano in Mexico: CITLALTEPETL
F. A brand name of a Spanish car: SEAT
G. The first name of a man who runs a popular cafe in University Plaza: VITORIANO

Participants must supply the answers from their immediate knowledge or go out and frame suitable questions to passersby. They may have to locate specific locations called for in the questions, or find an atlas that lists volcanoes. In any event, the team stays together and works creatively, sharing the questions as much as possible. Once the answers are correct, the circled letters (ACOCETR) can then be rearranged to form CATORCE (fourteen), which is the next envelope the group is to open.

The responsibility for opening Envelope 14 then passes to a new leader, who must then "direct the traffic" called for inside. (If this shift of power does not occur, the more aggressive or proficient members of the team tend to take over and exclude the more silent or less proficient ones.) When the correct second envelope is opened a note at the top of the page should indicate that the envelope should be opened immediately after No. 1; if this sequence is not the one followed then there is an error and the directions and answers of Envelope 1 should be rechecked until they lead to the correct envelope in the sequence. (When the packet of envelopes is made up, several of them—perhaps as many as half—should contain sheets of paper with no instructions other than that the team has made an error and should go back and recheck the answers to the problems in the previous envelope.)

The next envelope could contain another sequence like that found in Envelope 1:

A. Locate the office of *The Voice* (a newspaper).
B. Across the street from the office of *The Voice*, there is a building whose name recalls a famous movie starring Humphrey Bogart (*Casa Blanca*). What is the number of the building? (No. 54)
C. Now write the sum of the two numbers from the address and you will have the number of the next envelope. (Clearly the group now goes on to Envelope 9.)

And so it goes until the final envelope containing problems is opened and the team is directed to a location where everyone can rendezvous and compare notes on where they went wrong or where they had humorous events of one kind or another.

You may wish to consider one or more of the following variations in the construction of your version of the game:

1. Use one, two, or more superior students to help you devise the questions and put the entire project together. This frees the instructor from some of the work and gives the students even more practice.

2. Have a native L_2 speaker make a test run of the project, with an eye out for discovering vague questions, ambiguities, or errors.

3. In addition to the question sequences such as are given above, you might require on one or more of the instruction sheets that the team interact more closely with an audience than merely obtaining single answers. That is, a team could go through a shopping mall and attempt to locate someone who would teach them a nursery rhyme or a few lines of a song. Each team could then recite the rhyme or sing the song for the others once they are all back together.

4. You may want to schedule a midgame stop for the teams just so you can check their progress. In one of the envelopes given to our team we were directed to a particular city fountain where we were treated to refreshments before being given the instructions that would lead us to the next envelope.

Clearly, then, the rally offers an endless variety of possibilities for practical and creative language practice, and like other good games of this type, it can be improved or easily modified as it is used.

(Mr. Valentine is currently on leave from Arizona State University and teaching EFL in Spain at the University of Santiago. He is interested in hearing from EFL/ESL teachers who try using the rally. Write: D. Eugene Valentine, Hospedaje Sofia, Calle del Cardenal Payá 16, Santiago de Compostela, Spain.)

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*The organizers of the Spanish rally were Horst Krueter, Hans Krug, and Susanne Biedenkopt—all from West Germany. My thanks to them for assistance in the preparation of this paper.

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Stage 2. Basic vocabulary 500 words

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RESEARCHERS

Continued from page 3

Pelto:	*Anthropological Research.*
Simon:	*Basic Research Methods in Social Science.*
Travers:	*Second Handbook of Research on Teaching.*
Tuckman:	*Conducting Educational Research.*
Van Dalen:	*Understanding Educational Research.*
Wallen:	*Educational Research.*

The respondents did not distinguish between books for themselves and books for newcomers to research suggesting a gap in the literature which perhaps the forthcoming Hatch and Farhady volume will begin to fill.

Clearly there is tremendous diversity of interest represented in these nineteen titles, reflecting the multidisciplinary background that researchers in TESOL need to have, collectively, if TESOL is to be well served. From that point of view this diversity is therefore an entirely welcome sign, although newcomers may find the wide ramifications of research in TESOL somewhat daunting at first.

4. What are your favorite books or other resources on statistics? For your own research? For your students who are just beginning research?

Here again the diversity is very striking, but it seems likely, at least that the reason behind it is not so much a reflection of the differing source disciplines TESOL researchers refer back to as a simple reflection of the large number of titles on publishers' lists. Within the diversity four publications were mentioned twice:

Hatch and Farhady:	*Research Design and Statistics for Applied Linguistics* (already mentioned above, and recommended for beginners).
The Sage Publication Series on Statistics.	
Shavelson:	*Introduction to Statistical Reasoning.*
Siegel:	*Nonparametric Statistics for the Behavorial Sciences.*

Those mentioned once only were:

Anderson:	*The Psychology Experiment* (for beginners).
Crocker:	*Statistics for the Teacher*, or *How to Put Figures in their Place* (for beginners.).
Cronbach:	*Essentials of Psychological Testing.*
Dixon:	*Introduction to Statistical Analysis.*
Kerlinger and Pedhazur:	*Multiple Regression in Behavioral Research.*
Nie et al:	*Statistical Package for the Social Sciences.*
Robson:	*Experiment, Design and Statistics in Psychology* (for beginners).
Walker and Lev:	*Elementary Statistical Methods.*
Winer:	*Statistical Principles in Experimental Design.*

It is worth noting that under this heading there was some distinction made between the books researchers themselves use and those they would recommend to beginners in the field. It is also worth noting that at least one respondent drew attention to the availability of statistical expertise in the form of colleagues in other university departments, but warned that the sensible use of statistical techniques depends on knowing WHAT to measure, rather than just HOW.

5. What other information do you feel would be valuable to beginning researchers looking for resources?

Not all the respondents had advice to offer under this heading, but those who did made the following suggestions:

1. Get to know how to use library facilities for all they are worth.
2. Use your library to obtain a computerized literature search. It will save a lot of time and will probably not be very expensive ($20 plus).
3. Look for synopses of current research work in TESOL. For example, look through *Dissertation Abstracts*, consult Cooper's *Graduate Theses and Dissertations in ESL*, study the proceedings of professional meetings (not just TESOL Conventions but also the Georgetown Roundtable meetings, AERA meetings, the Second Language Research Forum in Los Angeles, and so on). Also you should keep in touch with the journals that publish research notes (for example *TESOL Quarterly*, *SLANT*) to find out what others are doing, and enter into correspondence with those that look interesting in relation to your own research ideas.
4. Consider taking specialist courses not just in statistics, not just in research method and design but also in general educational evaluation, and not so obviously, in the philosophy of science, to get an improved understanding of the nature of evidence, for example. In this connection, see Kaplan's *The Conduct of Inquiry* or Kuhn's *The Structure of Scientific Revolutions*.
5. Find out about grant opportunities, by consulting, for example, *The Linguistic Reporter*.

FINAL NOTE

This was a mini-survey, not a comprehensive inquiry, and so it is quite likely that important omissions have been made. Readers with additional or alternative suggestions to make are therefore urged, rather than merely invited, to write in and share their experience. Meanwhile, thanks are due to those who took part, and apologies for the time it has taken to summarize their responses. If they have changed their minds, and found even better things to mention, I hope they will say so.

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LIVING AND WORKING IN THE PEOPLE'S REPUBLIC OF CHINA

A guide for prospective foreign residents of China has been prepared by Ian H. Munro of the Department of English, William Jewell College in Liberty, Missouri, at the close of two years' experience teaching at Wuhan University.

Munro says in the Introduction that "most foreigners still arrive unprepared for the experience of living in a country so different from their own." His booklet attempts to provide reliable information on what the prospective resident in China will need to bring and what to expect once there. Much of the content is directed to teachers, especially English teachers, employed directly by the Chinese government or through foreign educational bodies. Twenty-one pages are devoted to getting to China, living, working, and traveling in China. Thirty pages of appendices include translations of documents relating to recent changes in procedure at Chinese institutions of higher learning.

This guide is available from the TESOL Central Office. Send $1 with each request addressed to: TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

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NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

ILLINOIS TESOL/BE: APRIL 29-30

Illinois TESOL/BE announces its eleventh annual state convention, "A Time to Communicate," to be held in Springfield, Illinois, on April 29-30. Charles Blatchford, editor of *TESOL's Directory of Teacher Preparation Programs in TESOL and Bilingual Education: 1981-1984*, will be the keynote speaker at the Friday banquet. His speech is entitled "Polarities."

Josué M. González, Associate Superintendent for International/Multicultural Education of the Chicago Board of Education, will also address a plenary session. Joan Morley, Deputy Director of the English Language Institute at the University of Michigan, has entitled her presentation "Listening and Language Learning." The paper will review some of the significant features which characterize current directions in second language instruction and will examine the status of listening in this instruction.

Richard A. Orem, Assistant Professor of Adult and Continuing Education at Northern Illinois University and Associate Convention Chair of TESOL '83 in Toronto, will also address a plenary session. The title of his presentation is "Empowering the Language Learner—and the Language Teacher, Too." Muriel Saville-Troike, Associate Professor of Elementary and Early Childhood Education and English as a Second Language at the University of Illinois at Champaign-Urbana, has chosen research as her topic. Her speech is entitled " 'It's Easy to English': New Research Findings on Children's Second Language Acquisition."

All Illinois TESOL/BE members will receive convention preregistration information by mail. Non-members may request information by contacting: Dr. Elliot Judd, Executive Secretary, Department of Linguistics, University of Illinois at Chicago, Chicago, Illinois 60680.

SUMMER INSTITUTE IN DISCOURSE ANALYSIS

The University of Houston is pleased to announce a Summer Institute in Discourse Analysis on the central campus of the university from July 25 to August 20. Courses include: the syntax of written discourse; the rhetoric of written discourse; the structure of technical English; approaches to written discourse analysis; discourse analysis and literature; and linguistics and writing. Faculty include: M.A.K. Halliday, University of Sydney; Robert Kaplan, University of Southern California; John Sinclair, University of Birmingham; and Henry Widdowson, University of London.

One may earn up to five units of academic credit. Tuition is $100 per unit and auditing is available at the flat fee of $250. No scholarships are available. Only 100 participants will be accepted so early application is advised. For further information contact: Director, Language and Culture Center, English Department, University of Houston Central Campus, Houston, Texas 77004. Telephone: (713) 749-2713.

PARIS IS SITE OF TESOL FRANCE '83

TESOL-France '83 takes place in Paris on March 4 and 5 centering on the theme "Objective Oriented Teaching." For conference information write to: Kate Mailfert, Service Formation Linguistique, Kodak-Pathé, 24 rue Villiot, 75012 Paris, France.

CONFERENCE ON TEACHING TECHNICAL AND PROFESSIONAL COMMUNICATION

The Teaching Technical and Professional Communication Conference, sponsored by the Department of Humanities of the College of Engineering, University of Michigan, will be held August 1-5.

The first of its kind in the country, this conference has been offered continuously since 1975 and is designed to improve instruction in technical and professional communication in universities, colleges, technical institutes, professional schools, and community colleges.

The registration fee for the entire conference is $450, which covers tuition and all conference materials, a bus tour, picnic, and various social activities. Further information from: Ms. Gretchen Jackson, Conference Coordinator, Department of Humanities, College of Engineering, University of Michigan, Ann Arbor, Michigan 48109. Telephone: (313) 764-1420.

INTERNATIONAL CONFERENCE ON NON-VERBAL BEHAVIOR

The second international conference, "Non-Verbal Behavior: An Intercultural Perspective," will take place May 16-18, 1983 in Toronto at the Ontario Institute for Studies in Education. There will be papers and workshops given by people well known in the field (Ray Birdwhistell, Paul Ekman, Adam Kendon, etc.). The 16 presentations will deal with the state of the art of non-verbal behavior in general and in particular in teaching, research, counseling, and therapy. The 16 workshops will deal with a variety of topics. They range from how to train people for communication skills, non-verbal communication and foreign language learning, film analysis of the use of language and gestures, teacher and counselor training to ethnic and inter-gender body politics, interracial interaction, children's dance and play, how to read facial signals, managing relations in Japan, assessing non-verbal cues in therapy and counseling and non-verbal behavior in intercultural communication. For further information contact: OISE Conference Office, 252 Bloor Street West, Toronto M5S 1V6 Canada. Telephone: (416) 923-6641, Ext. 391/392.

CALL FOR PAPERS: Xth UNIVERSITY OF MICHIGAN CONFERENCE ON APPLIED LINGUISTICS—OCTOBER 29-30, 1983

The theme of the conference is **Input in Second Language Acquisition: Learners' Use and Integration of Language in Context.** Abstracts dealing with the following areas are encouraged. 1) Types of language directed to L_2 learners and language activities of L_2 learners in and out of the classroom, including topics of discourse, situational constraints, and types of interlocutors. 2) Changes in the above as a function of time. 3) Types of language data learners attend to. 4) Appropriate methodologies for investigating empirical and theoretical status of input/intake dichotomy. 5) Language demands on learners, such as encoding, decoding, and parsing. Send three copies of a one-page abstract by April 15th to: Sue Gass and Carolyn Madden, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48109.

TEAL '83

The sixteenth annual convention of B.C. TEAL (Teachers of English as an Additional Language) will take place at the Sheraton Landmark Hotel, Vancouver, B.C., on March 10-12. The convention theme this year is "New Trends in ESL," which will be of interest and relevance to ESL teachers of all levels. As usual, TEAL '83 will feature publishers' displays, institutional visits, pre-convention work meetings at on-site locations, and IDOL luncheons (Informal Discussions over Lunch), where each table will be hosted by a leading educator. The cost of the convention is $35 for TEAL members, $50 for non-members, and $20 for seniors, unemployed teachers and students enrolled in at least half-time studies. Registration materials are available from: TEAL '83 Registrar, 6529 Dawson Street, Vancouver, B.C. V5S 2W2, Canada. Telephone: (604) 433-9467.

CONFERENCE ON TRAINING TRANSLATORS

The Spanish section of San Diego State University-Imperial Valley Campus will sponsor a two-day conference on the education and training of translators and interpreters, October 14-15, 1983 at the border institution.

Papers are invited on any aspect of pedagogical theory, methodology, and techniques. Topics for workshops, demonstrations and panel discussions are also solicited.

Please submit an abstract or outline as soon as possible to: Dr. Jose Varela-Ibarra, San Diego State University, Imperial Valley Campus, 720 Heber Avenue, Calexico, California 92231.

SLRF '83 CALL FOR PAPERS

The fifth annual Los Angeles Second Language Research Forum (SLRF) will be held November 11-13, 1983 at the University of Southern California. Papers dealing with bilingualism, interlanguage/markedness, input, discourse analysis, and language learning and teaching (ESL and foreign languages) will be welcome. Send four copies of a 100-word abstract (name on one copy only) and three copies of a 250-word description of the paper. Include a 3" x 5" card with your name, address, title of paper and a brief bio-data statement and send to: Kathleen Flynn, American Language Institute, Jef. 251, University of Southern California, University Park-MC 1294, Los Angeles, California 90089-1294. Deadline for abstracts is March 15.

SIMON FRAZIER UNIVERSITY OFFERS GRADUATE COURSES IN APPLIED LINGUISTICS

It is possible to specialize in applied linguistics at the graduate level at Simon Frazier University. The following applied linguistics courses are offered as part of a degree in linguistics: "Research in Applied Linguistics," "Child Language Development," "Second Language Acquisition," "Contrastive Analysis and Error Analysis," and "Applied Linguistics." Applied linguistics faculty include Drs. Charles P. Bouton (Paris), Hector Hammerly (Texas), and Tai W. Kim (Michigan). For further information, applications, and calendars/catalogues, write to the Chairman, Graduate Studies Committee, Department of Languages, Literature, and Linguistics, Simon Fraser University, Burnaby, B.C., Canada V5A 1S6.

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CUNY ESL COUNCIL STARTS NEW JOURNAL

The CUNY ESL Council is undertaking the publication of a new scholarly journal to appear in late spring, 1983. The Council represents the ESL teachers in the City University of New York system.

The editors encourage the submission of articles relevant to those who teach students of English as a second language in colleges and universities, particularly urban immigrant populations. Articles may be submitted by specialists in any discipline whose scholarly work reflects these concerns. Papers of an empirical, theoretical or pedagogical nature are appropriate.

Articles should be between 2500 and 5000 words, including footnotes and bibliography. A limited number of reviews will be published. Reviews should not exceed 2500 words. Submissions should be prepared according to the *MLA Handbook for Writers of Research Papers, Theses and Dissertations*. The name of the author should not appear anywhere in the manuscript. Instead, the name, address and telephone number and the title of the article should be on a separate cover sheet. Each article submitted will be read by at least two reviewers.

Submit articles and reviews to: Carolyn Chiterer Gilboa, Editor, *College ESL*, 2604 Avenue I, Brooklyn, N.Y. 11210.

GEORGETOWN UNIVERSITY ROUND TABLE

The theme of the 1983 Georgetown University Round Table on Languages and Linguistics is "Applied Linguistics and the Preparation of Second Language Teachers: Toward a Rationale." It will be held March 9-12 and jointly chaired by James E. Alatis, H. H. Stern, and Peter Strevens. The registration fee is $40 (students $15) with payment payable to Georgetown University. For further information write to: Heidi Hamilton, GURT 83, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

ELT DOCUMENTS

Since the early 1970s The British Council has been publishing *ELT Documents* as a journal of information, criticism and analysis of developments in English language teaching throughout the world. From 1983 the journal will be published by Pergamon Press and edited by Christopher Brumfit of the University of London Institute of Education. It will continue to maintain a close link with The British Council, and—as in the past—issues will be largely thematic.

The journal will concentrate on unified themes of central interest to teachers and practitioners in the field. The two major aims will be: 1) To publish any material from the ELT world at large which will assist teachers and advisors (particularly those overseas) to keep up-to-date with international thinking and current practice; 2) To publish materials from the field, whether in Britain or overseas, which deserve a wide audience, and particularly material which either derives from or relates to the range of ELT activities undertaken by the British Council. The emphasis will be on thinking which has a direct relevance to practical decision-making, and reports of practical activities which contribute to our understanding of the nature of language teaching and learning. Contributions should be sent to the Editor at the address below.

Subscription information from: Pergamon Institute of English (Oxford), Headington Hill Hall, Oxford OX3 OBW, England.

LANGUAGE UNIVERSALS AND L_2 ACQUISITION PROGRAM AVAILABLE

The Conference on Language Universals and Second Language Acquisition was sponsored by the American Language Institute, University of Southern California, February 6 and 7, 1982. The speakers and discussants included Ross, Zobl, Bickerton, J. Schachter, Hakuta, Givon, Hopper, Eckman, Gass and Ard, Comrie, Ochs, Hatch, Heath, Ferguson, Schumann, and Lord. Conference program and abstracts booklet is available for $1.50 from: American Language Institute, University of Southern California, Los Angeles, California 90089-1294.

Audio recordings of presentations are available for $5.00 each from: Humanities Audio Visual Center, University of Southern California, Los Angeles, California 90089-0356. Please add $1.00 on tape orders to help defray cost of postage.

MIDWEST TESOL CALL FOR PAPERS

TESOL members are encouraged to submit papers to be considered for presentation at the Third Annual Midwest Regional TESOL Conference to be held in Minneapolis, Minnesota on October 20-22, 1983. The following topics are of particular interest: Second Language (L_2) Learning and Acquisition; Second Language (L_2) Assessment; Methods and Techniques for Developing Communication Skills in the Classroom; Culture and Language Education; Language and Young Children; Language and Co-ordination in Schools; and Global Education. A short abstract should be included and target audience noted. The program schedule allows for sessions of 45 or 90 minutes. Send abstracts by April 30 to: Mary P. Diaz, Minnesota Dept. of Education, LEP Education Unit, Room 800, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101.

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AFFILIATE/INTEREST SECTION NEWS

Editor's Note: The space required to print in entirety the affiliate reports received for this issue of *TN* would easily have filled three pages. Alas, only one was available, so the reports have been greatly abbreviated. Thanks to all of the contributors whose names appear below. Please note that affiliate and interest section reports should be sent to the editor of this page: Mary Ann Christison, Snow College, Ephraim, Utah 84627.

A RECORD 800 ATTEND PRTESOL CONVENTION

Over 800 English teachers attended the 9th Annual Convention of Puerto Rico TESOL held on November 19-20 at the Condado Convention Center in San Juan, Puerto Rico.

The professional activities at the convention included 38 presentations and workshops. In addition, all participants were able to visit the 40 exhibits by book publishers, audio-visual companies and local educational organizations. Evening activities included the exhibitors' cocktail party and the traditional banquet in addition to other informal gatherings.

The opening plenary speaker was Professor Darlene Larson, TESOL President, who spoke on "The Ties That Bind: Grammar, Function and Context."

Other plenary speakers were Dr. Judith Nine-Curt of the University of Puerto Rico who received a standing ovation after her talk "Commitment to Living: An Ever Present Goal for Teachers"; Professor Richard Allwright of the University of Lancaster who answered the question in the title of his talk "Interaction in the Classroom: Why Bother?" by pointing out that effective classroom language learning has to include a teacher interacting with students; and Dr. Joan Morley of the University of Michigan who spoke on "Listening and Language Learning" stating, "It is interesting to speculate that, whereas listening comprehension was the neglected skill area until the last decade, it may very well be the area of primary focus in the second language profession during the decade ahead."

Other speakers who addressed the convention included Professor Alice Jiménez, the incoming president of PRTESOL; Betty Prados, past president PRTESOL, Ylda Farré Rigau and Lillian Alvarez, Executive Secretary and Assistant Executive Secretary respectively. Professor Nick Silva, chairman of the scholarship committee, presented scholarships to Jeanette Rodriguez and Nell Osterman.

One of the highlights of the convention was the "Summary Report of 1982 Activities," a slide and sound presentation utilizing musical themes to underscore activities and achievements. This innovative format was conceived, prepared and presented by Ylda Farré Rigau. She gave an account of the First Summer Institute of PRTESOL, the conferences held by the regional chapters, and other professional meetings held during the year. It reinforced the impression that the presence of the record attending audience had already conveyed; that Puerto Rico TESOL has become a strong professional organization committed to the improvement of the teaching of English as a second language on the Island.

NATIONAL
FOREIGN LANGUAGE WEEK

March 6-13

Photo by José Prados-Herrero

Darlene Larson (extreme left) speaking at the "Discover Puerto Rico TESOL" convention on November 19, 1982. Others are (left to right): Agnes B. Werner, immediate past president; Miriam Montañez, director of the English Division, Department of Education, Puerto Rico; Alice Jiménez, incoming president, PRTESOL; and Ylda Farré Rigau, retiring executive secretary.

NYS ESOL BEA FALL CONFERENCE

There were speakers and listeners, buyers and sellers, singers and dancers, pre-lingual babies and multilingual adults. They were all at the New York State English to Speakers of Other Languages and Bilingual Educators Association Conference at the Albany Hilton, October 29-31, 1982. . . .

One of the keynote speakers was author and ESL teacher, Gary Gabriel, who told us to be flexible and prepared for anything in our classrooms, to give our students the warmth they need, while keeping the distance between us that both students and teachers need, to believe in our convictions but be open to suggestion, to remember that "there isn't any method that is right for *all* people at *all* times."

Another featured speaker was linguist and teacher, Stephen Krashen, who spoke in favor of learning English as part of a bilingual program. According to Krashen, it doesn't matter how much English you hear, but how much *comprehensible* English you hear. . . .

SECOND BATESOL CONFERENCE HELD

The Baltimore Area Teachers of English to Speakers of other Languages held its second annual joint conference with the Maryland Association for Bilingual Education on November 6, 1982 at the University of Maryland-Baltimore County Campus. The Keynote Speaker was Nguyen Bich from the Bilingual Education Service Center at Georgetown University. Ninety-six registrants participated in the 25 concurrent workshops which ranged from various teaching techniques to CAI software for ESL. . . .

TEXTESOL V

On October 8-9, 1982, Fort Worth Independent School District hosted the gathering of North Texas ESL teachers at the Leonard Middle School in Fort Worth. . . .

With a record number of educators attending, workshops and lectures were heard on a wide variety of topics, including current applications of learning theory, immigration law, requirements for the new ESL endorsement for the Texas teaching certificate, introducing the research paper, adjustment of multi-ethnic students, and elementary reading instruction.

INTERMOUNTAIN TESOL

Intermountain TESOL (Utah, Idaho, Wyoming, Montana) held their fall meeting October 15-16, 1982 at Idaho State University in Pocatello.

The featured speaker for the conference was Tracy Terrell from the University of California at Irvine who gave both a keynote address and a special workshop on his "Natural Approach to Language Teaching." . . .

Another exciting idea is our Graduate Student Fund. I-TESOL t-shirts (front: I-TESOL, back: Do you TESOL?) were sold at this conference, and the conference program included a special money-saving coupon toward the purchase of these t-shirts. The profit of the t-shirt sales goes to the fund to attend TESOL conferences. (Last year we sent two graduate students to Hawaii.) Tax deductible contributions are also accepted for this fund. . . .

ROCKY MOUNTAIN ATTRACTS 450

The first regional meeting of Rocky Mountain area TESOL affiliates was a successful one because it fulfilled one of the needs that affiliates must meet, the need for a sense of professional significance and involvement at the local level. The conference planners brought together the right mix of local, regional, and national expertise and presented it in a way that attracted large numbers of area professionals, many of whom would not be able to attend an international meeting. . . .

The plenary addresses were excellent. . . . Barry Taylor offered a detailed and coherent view of the still-emerging paradigm of student-centered communicative teaching. By bridging the gap from theory to practice, his talk provided both substance and structure in an area where practicing classroom teachers are still struggling. John Oller extended our understanding of reality constraints on teaching and materials by demonstrating how realism in the structuring of story experience is a crucial criterion for linguistic input if it is to be really comprehensible. . . .

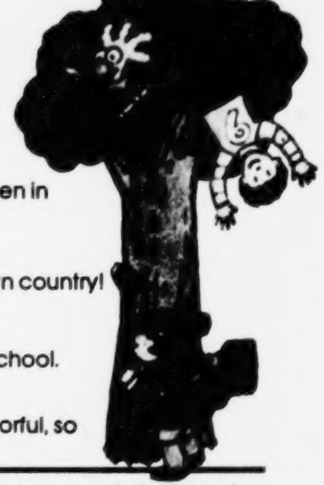
JALT CONFERENCE DRAWS 850

The Japan Association of Language Teachers held its eighth International Conference on Language/Learning on October 9-11, 1982 at Tezukayama Gakuin University in Osaka. More than 850 teachers, including about fifty from abroad, participated. . . .

Over the three-day period, more than 100 concurrent sessions totaling more than 150 hours, covered such topics as techniques for teaching the four skills, cross-cultural understanding, English for businessmen, developing materials, and new methods, such as the Silent Way, Counseling-Learning/Community Language Learning, Total Physical Response, and teaching English through drama. This year, new ideas about teaching included computer-assisted instruction and using computers in language teaching in various ways.

News Credits: *Baltimore Area TESOL*, **Andrew Mayer;** *Intermountain TESOL*, **Jan Cox;** *JALT*, **Kenji Kitao;** *NYS ESOL BEA*, **Gail Slater** *Puerto Rico TESOL*, **Agnes Werner** and **José Prados-Herrero** (photo); *Rocky Mountain Regional TESOL*, **Karl Krahnke;** and *TEXTESOL V*, **Nancy Mohammadi.**

REACH OUT



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T E S O L

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TESOL NEWSLETTER
VOL. XVII, NO. 1, FEBRUARY 1983

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TESOL NEWSLETTER

Vol. XVII No. 2 Teachers of English to Speakers of Other Languages April 1983

HOW TO GAIN SUPPORT FOR YOUR PROGRAM

by **Joyce Winchel Namde**
Eastside Adult Learning Center
Tucson, Arizona

Most people forget about politicians following the November elections. We, as adult educators, can help our programs by continuing to cultivate political connections throughout the year. In this era of shrinking resources a few friends in high places can make a great difference in how well our programs survive.

Here are a few suggestions on what you as an instructor or administrator can do to increase your government officials' knowledge of your program and, hopefully, their support of it. These hints come from successful practical experience in several locations.

First, make your program known to legislators on all levels (local, county, state, federal). Have your students write letters thanking officials for their past support and asking for increased support and funding in the future. These letters don't need to be perfect but they must be genuine—don't tell your students exactly what to write, although you can give them some guidance. Be specific and, most important, be positive. Many people write to complain but a thank-you letter is much more memorable. Several of our students have received replies to their letters. Although such replies are generally form letters, the students were very excited that the arrival of their letters was noted.

Another highly effective technique is to invite legislators and/or officials to visit your program, attend graduation or a special party and possibly even speak to the gathering. We have had many people, from a city manager to a state senator to the state superintendent of schools, accept such invitations. One good way to get

Continued on page 4

GOV. CUOMO OF NEW YORK: EXCERPTS FROM INAUGURAL ADDRESS

NOTE: *On occasion public officials speak with eloquence and perception about people and matters that concern TESOL deeply. Reprinted here are excerpts from the inaugural address of the Honorable Mario Cuomo, Governor of New York State. The Editor finds these remarks particularly appropriate to share with TESOL members the world over and invites readers to send statements of other public officials that touch on issues of concern to TESOL.* —**Editor**

This is the way I see it. This state has always led the way in demonstrating government's best uses. Overall, it has pursued a course of progressive pragmatism. For more than 50 years without dramatic deviation, whatever party happened to be in power, New York has proven that government can be a positive source for good and it still can be.

I believe government's purpose, basically, is to allow those blessed with talent to go as far as they can on their own.

But I believe that government also has an obligation to assist those who, for whatever inscrutable reason, have been left out by fate: the homeless, the infirm, the destitute—to help provide those necessary things which, through no fault of their own, they cannot provide for themselves.

Of course, we should have only the government we need. But we must have, and we will insist on, all the government we need. So a technically balanced budget that fails to meet the reasonable needs of the middle class and the poor would be to us the emblem of hypocrisy.

It has become popular in some quarters to argue that the principal function of government is to make instruments of war and to clear obstacles from the way of the strong.

It is said that the rest will happen automatically. The cream will rise to the top, whether the cream be well-endowed individuals or fortunate regions of the nation. Survival of the fittest may be a good working description of the process of evolution, but a government of humans should elevate itself to a higher order, one which tries to fill the cruel gaps left by chance and by a wisdom that we don't fully understand.

I would rather have laws written by Rabbi Hillel or by Pope John Paul than by Darwin. I would rather live in a state that

Continued on page 13

TESOL ENDORSES SANIBEL STATEMENT

The *Sanibel Statement* of Principles for a National Multiple Language Policy was first drafted during the third annual Lee County Leadership Seminar held on Sanibel Island in September 1981. These leadership seminars have been sponsored by the Lee County Public Schools, the Florida Consortium for Multilingual/Multicultural Education, the South Atlantic Bilingual Education Service Center at Florida International University and the University of Miami National Origin Desegregation Assistance Center. Educators from all over Florida have come to these seminars to discuss topics related to the education of limited-English-proficient students in Florida.

Discussion during the third annual Leadership Seminar centered around the need for one or more language policies for Florida and the United States. With the assistance of representatives from the American Association of Colleges for Teacher Education, the American Council on the Teaching of Foreign Languages, the Joint National Committee for Languages, the National Association for Bilingual Ed-

Continued on page 4

TESOL NEWSLETTER

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words.** Send **two** copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four** copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or **five typed double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections of the** ***TN*** are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Ron Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement, but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, last minute job notices will be accepted provided there is space. **Advertising rates and information** are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue

Next Deadline: June 20th for the August *TN*.

President's Note to the Members

As I look forward to a year as President of TESOL, it is appropriate for me to take a glance backward at the year we have just completed.

It is not every teacher who succeeds his student as I do, but it is the position in which I find myself—and with no small amount of pride. We have had a heck of a year and it has been Darlene Larson's clear thinking and steady professional hand that has led us. I believe that this past year has been one of the most important in the history of TESOL as a professional organization. Under President Brown, the reorganization of TESOL and the revision of the Constitution and By-laws were initiated. These were passed under President Fanselow, and in the year just completed, it has been the job of President Larson to implement these changes.

We have seen the beginning of changes in the legislative process of TESOL with the new Affiliate and Interest Section Councils which now play a direct part in the selection of members to the Nominating Committee and in preparing the slate for the Executive Board. We have seen the establishment of new Interest Sections such as Research and Refugee Concerns. We have seen the establishment of a strong Publications Committee to oversee TESOL publications and move us toward new areas of publication. We have seen the appointment of new editors for the *Newsletter*, the *Quarterly*, and the *Convention Daily*. We have seen the reorganization of the Professional Standards Committee and the still ongoing development of a "Statement of Standards for Teachers and Programs in TESOL." We have seen the continued efforts of the Joint National Committee on Languages and the *Hermes Courier* successfully promote and inform us on legislation of concern to TESOL through the efforts of the Committee on Sociopolitical Concerns. And, we have seen the establishment of a new TESOL Scholarship Fund.

As we go forward I think that it is important to look back on a year in which we also saw another group of professionals, led by our Second Vice President, Jean Handscombe, and assisted by Richard Orem, give us one of the finest conventions we have ever had. We do get better though growing bigger is a problem that makes better increasingly difficult. But there is no question that our Toronto convention was a splendid meeting. And who can forget the magnificence of the setting on Lake Michigan where our Fourth Summer Institute, directed by Elliot Judd, and the Fourth Annual Summer Meeting were held!

Yes, we look back at these wonderful accomplishments of the past year as we look forward to Houston and to a Summer Institute and Summer Meeting in Toronto. We look forward, indebted to all whose work has been done so well this past year.

I look forward to seeing you in Houston or Toronto this coming year—or in Fairbanks or in Austin or Palo Alto or wherever the year takes us.

John Haskell

May I Take Your Order, Please?

by Sandra Dutton
University of Louisville

Would you like your FRICATIVE
fricasseed or honed, then scalloped?
Would you care to have it thinned, then
measured up with shallots?
We have a Fricative Vermouth, Chef
Cecil recommends —
We'll serve it on a Zanzibar with
Voiceless Glottal Hens.

Would you care to have a STOP, alveolar
and voiced?
There's Dilled Duck Heart
Or Voiceless Tart,
The Velar Goose
Or Cold Couscous,
Bilabial Bear
Or Voiceless Pear
(You'd like yours flamed? We'll send
Pierre).

We have a Velar NASAL Tongue that's
slung in Sing-Sang Sauce,
A Mushroom Mousse that moans and
hummmms and Nelda's Newport
Nosh.

If you've a taste for LIQUIDS, try our
Louisville Lateral Lime,
Or retroflex with RRRRRipple — it's
aged in rocks and brine.

Then how about a SEMIVOWEL —
Welsh Waffles Wolf, St. William,
Or Yellow Squash with Lyonnaise or
Yorkshire Yams Vermillion.

And for dessert an AFFRICATE of
Gingerbread or Cheddar —
We'll serve it on a generous wedge of
Michelin retreader.

The choice is yours, my gentle friend,
from Squash to Voiceless Tart.
Bon appetit, my name is Jeanne, please
order a la carte.

About the author: Sandra Dutton teaches ESL at the University of Louisville and is working on her Ph.D. in rhetoric and composition.

(*Kentucky TESOL Newsletter*, September 1982)

OFFICERS AND EXECUTIVE BOARD 1983-84

by **Lise Winer**
Université de Montréal

The election results for 1982-83 were officially announced at TESOL/Toronto at the Legislative Assembly. Charles H. Blatchford assumes office as first vice president and Penny Larson as second vice president. Penelope M. Alatis and JoAnn Crandall will each serve three year terms as members-at-large on the executive board. To complete the unexpired terms of John F. Haskell and Penny Larson, the executive board appointed Marsha Santelli and Andrew Cohen respectively. John Haskell assumes the position of TESOL president for 1983-84.

Charles H. Blatchford

Charles Blatchford, the new first vice-president of TESOL, has long been involved with TESOL activities. A charter member, he has served on TESOL's nominating and executive committees, and as second vice-president organized the 1978 Mexico City TESOL Convention. He has also been very active in TESOL affiliates in Hawaii and California.

Having begun his EFL teaching in Hong Kong, Charley received his Ph.D. in Educational Psychology and TEFL at Teachers College, Columbia University. He began his career of combining language teaching and teacher preparation at the University of Hawaii, and subsequently taught in many other places, including Poland and the People's Republic of China.

Charley enjoys being involved in professional activities such as staff development workshops and TESOL Summer Institute courses that support participants' needs. Strongly committed to the international character of TESOL, Charley has encouraged the exchange of research, resources and information among all its members. In his official capacity as first vice-president, Charley hopes to address the needs of English learners around the world, to nurture the professional health and well-being of TESOL's members, and to encourage the pursuit of quality in all of their endeavors. "TESOL," Charley says, "is people."

Penny Larson

The new second vice-president of TESOL is responsible for organizing the 1984 TESOL Convention in Houston. A veteran of TESOL conventions since 1969, the Local Chairperson of the 1980 San Francisco Convention, and past CATESOL president, Penny is looking forward to the challenge.

Presently an ESL instructor in adult education at Alemany Center, and active member of the Adult Education Interest Section, Penny believes strongly that learning is a life-long process. Her experiences overseas in Malaysia and China have reinforced her commitment to encouraging local affiliates to share their concerns and expertise, and truly to "internationalize" international TESOL.

Andrew Cohen

Andrew Cohen replaces Penny Larson in her unexpired term on the Executive Board. The chair of the TESOL Research Committee for several years, Andrew is now chair of the TESOL Research IS. On the Executive Board, he represents the interests of research, higher education and, as a member of the executive board of ISRATESOL, the international perspective.

Andrew is an Associate Professor of Applied Linguistics at the School of Education, Hebrew University, Jerusalem. He is also the chair of the Israel Association for Applied Linguistics. His particular area of interest is language teaching, learning and testing. His newest book, *Easifying Second Language Learning*, is a natural continuation of his many other publications in these areas.

Already an accomplished linguist—the kind who speaks eight languages!—Andrew is now working on Arabic. He also bikes, plays squash and blows a mean trumpet.

Marsha Santelli

Marsha Santelli has been appointed to serve out the remainder of John Haskell's term as executive board member. A native of the Windy City, Marsha started her teaching career in El Paso, Texas, teaching elementary school to ESL students, although they weren't identified as such then!

Back in Chicago, Marsha again faced an ESL/BE situation which wasn't officially recognized. She served as a resource teacher and then coordinator of developing ESL programs in the Chicago public schools. As district coordinator since 1977, Marsha now oversees BE/ESL programs for 6,000 students from 79 different language backgrounds.

Marsha has been active in Illiois TESOL/BE since its inception, and has served in a number of executive capacities. She has also been an active member of TESOL since 1969—TESOL '83 was her 15th convention! Marsha has been the chair of the ESL in Elementary Schools IS, and has served on the Advisory Council, the Professional Standards Committee, and the Nominating Committee.

Marsha grew up in a bilingual home and is actively involved in many community activities. An accomplished language teacher, Marsha is now taking cello lessons—"I'm tone deaf, but I love it!"

JoAnn Crandall

From the start of her ESL career, Jodi Crandall has emphasized cross-cultural issues in language teaching. She is currently working at the Center for Applied Linguistics, where she provides ESL and cross-cultural training, program design and materials development assistance to refugee programs in the U.S. and overseas.

In addition to her editorial work for several ESP and linguistics journals, Jodi is the author of numerous books and articles on adult, vocational and bilingual education.

Now a new member-at-large, Jodi's commitment to TESOL has included active participation in WATESOL — especially in stimulating the formation of affiliate interest groups and a job bank — as well as the TESOL Resolutions Committee and the Adult Education Interest Section.

Penelope M. Alatis

The first experience that Penny Alatis had in teaching a second language was in Athens, where she taught Greek to children in English schools. Since then, she has taught ESL in secondary schools, and has particularly worked on bridging the gaps between courses in ESL and other disciplines.

Penny has been a dedicated committee worker and member of TESOL and numerous local, state and national education associations. As a new member-at-large of the executive board, Penny's special concerns are the welfare of our students and the working conditions of her colleagues.

CONTINUING BOARD MEMBERS

Continuing board members are John Fanselow (to 1984), Teachers College, Columbia University; Jean Handscombe (to 1984), North York Board of Education, Toronto; Holly L. Jacobs (to 1985), Marietta, Georgia; Darlene Larson (to 1985), American Language Program, New York University; and Lin L. Lougheed (to 1985), English Teaching Division, United States Information Agency. James E. Alatis, Georgetown University, Washington, D.C., serves as executive director. Carol LeClair is executive assistant.

HOW TO GAIN SUPPORT

Continued from page 1

them there and make a lasting impression at the same time is to give a plaque or award in thanks for their support.

Also, use the media to your advantage. Let them know your success stories—about that student who learned enough English to get a job and get off welfare, etc. There's almost always a place for such human interest stories in the local newspaper. Then send copies of these stories or any other article related to your program or field to elected officials with a brief letter of explanation. Keeping a file of such articles can prove helpful in justifying your program as we all must do from time to time.

DON'T FORGET *HERMES*

If you are serious about making your voices heard, be sure someone in your organization receives the *Hermes Courier*.* It is a bulletin listing important current language legislation being considered. It is published as needed by TESOL's Committee on Sociopolitical Concerns. Then set up a reciprocal letter writing arrangement with colleagues in related fields (reading, bilingual education, etc.). You personally write in support of legislation affecting them and vice versa.

A FEW FINAL TIPS

In dealing with government officials, it is helpful to have a single page statistic sheet to give them. Use this to show how cost effective your program is, the need that exists for your services and the savings in government dollars that can occur as a result of your work. Use local as well as national statistics. Studies such as those by the Ford Foundation can be useful here.

Finally, cultivate the help and understanding of officials' aides and secretaries. They can provide you with a wealth of information, pass along your information and help you gain access to their bosses. In that sense, they can be powerful allies.

Developing political connections and support is by no means a quick proposition. But starting the process now and continuing it throughout the year can help you reap future benefits. Your initial investment of time will pay off. Above all, when dealing with the media or government officials, remember to be positive, consistent, coordinated, low-key (but not quiet!) and persistent. For too long we've done our jobs competently but with little fanfare. Now is the time to blow our horns.

For more specific information or sample materials used in southern Arizona contact: Joyce Winchel Namde, Eastside Adult Learning Center, 50 North Swan Road, Tucson, Arizona 85711.

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*Contact your Affiliate Sociopolitical Liaison for further information about the *Hermes Courier*.

Reprinted from the *TESOL Adult Education Interest Section Newsletter*, October 1982.

TESOL ENDORSES SANIBEL STATEMENT

Continued from page 1

ucation and Teachers of English to Speakers of Other Languages, the 30 seminar participants wrote the first draft of the *Sanibel Statement* and decided on a set of strategies to disseminate the document.

During the year following the writing of the first draft, the four sponsoring agencies of the leadership seminars coordinated the rewriting of the document until the final draft was completed and approved by seminar participants in September of 1982.

The writers of the *Sanibel Statement* feel this document is important because:

1) It represents the efforts and ideas of a very diverse group of Florida educators who all agree on the importance of language study in the United States. It is not often that such a group is willing to meet and talk together, to work together and finally, to approve together a statement such as this. Thus, the *Sanibel Statement* is important for the landmark cooperative process its creation represents.

2) The principles and resolutions contained in the *Statement* itself reflect the diverse areas in which language study has impact. Thus, the *Statement* does *not* express the views of one or two partisan groups but it speaks to many areas of the public interest and outlines good, solid reasons for encouraging language study at the local, state and national levels.

3) The writers of the *Sanibel Statement* feel that their document can be a most useful tool in gathering support for language study via numerous instructional approaches. It is important to note that the *Sanibel Statement* is *not* in itself a language policy. It is rather a *statement of the principles* its writers believe should be the basis for any actions taken to encourage language study. Such actions can include but certainly are not limited to local school board language policies, state laws or legislation introduced by Congress that could range from bills on foreign language study to the preservation of language resources throughout the nation.

THE SANIBEL STATEMENT

Whereas the international position of the United States of America necessitates multilingual multicultural awareness in national security, diplomacy and commerce;

Whereas the United States of America occupies a unique international position with special obligations and responsibilities to nurture human understanding in a world characterized by linguistic and cultural differences;

Whereas the United States of America provides education, technical and economic assistance which requires language competence and cultural sensitivity to people and nations throughout the world;

Whereas the United States of America is and has been heavily involved in a world economy dependent upon international trade and commerce as a condition for national economic health, well-being and power;

Whereas the United States of America must increasingly encounter and function within linguistic and culturally different contexts, nationally and internationally;

Whereas the United States of America is and has been, by its history and tradition of openness to immigration, a multilingual multicultural society providing opportunities for a new life as well as refuge from political, religious and economic oppression abroad;

Whereas English is the dominant language of the United States of America, other languages and cultures exist in the land as viable and significant resources deserving respect, preservation and enhancement;

Whereas one's native language is an inherent and intrinsic part of one's self-concept and, therefore, is deserving of the respect of others;

Whereas language and culture, native or otherwise, play crucial roles in human communication and, therefore, are primary means for understanding among human beings;

Whereas intrinsic individual, intellectual, social and economic benefits result from learning other languages and studying other cultures;

Whereas the inadequate utilization of language and cultural resources has the potential to weaken the United States domestically and internationally;

Whereas the United States of America is a signatory to the 1975 *Helsinki Accords*; and

Whereas the United States of America does not have a national multiple language policy:

Now, therefore be it Resolved by this group assembled here at Sanibel Island, Florida, that the United States of America, as a multilingual multicultural society, strive to nurture and advance the human and legal rights of individuals of all languages and cultural backgrounds.

Be it further resolved, that national, state and local governments provide all who reside in the United States of America whose primary language is not English maximum opportunity to learn to function in English, the dominant language of the land.

Be it also resolved, that national, state and local governments provide all who reside in the United States of America, whether they be native or non-native speakers of English, maximum opportunity to learn to function in languages other than English.

Finally, be it resolved, that the Congress and the Executive and Judicial Branches of the United States Government take appropriate action to recognize and promote the principles and resolutions contained in this document; and

That State Legislative, Executive and Judicial Bodies exercise their leadership to develop constructive and creative responses to work towards the realization of the principles and resolutions contained in this document.

SUMMARY OF LEGISLATION INTRODUCED IN THE 97th CONGRESS OF IMPORTANCE TO JNCL/CLOIS* MEMBER ORGANIZATIONS

Part of the legislative record of the 97th Congress is reflected in the chart below which summarizes the nature of the legislation introduced and how it fared. Readers are alerted to the fact that although some bills and resolutions did not pass, they are likely to emerge again in the 98th Congress, possibly with new sponsors and under different names.

BILL	SPONSORS	PROVISIONS
THE NATIONAL SECURITY AND ECONOMIC GROWTH THROUGH FOREIGN LANGUAGE IMPROVEMENT ACT (H.R. 3231* and S. 1817**) *House of Representatives bill number **Senate bill number	Rep. Paul Simon (D-Illinois) Sen. Patrick Moynihan (D-New York) H.R. 3231 - House Rules Committee S. 1817 - Committee on Labor and Human Resources	Authorized up to $87 million in grants to educational institutions to improve and increase foreign language programs. Section 2 provided funds to elementary and secondary schools for model programs in foreign language instruction. Section 3 provided funds on a per capita basis to post-secondary institutions based on the size and nature of their enrollments, and Section 4 provided per capita grants to institutions of higher education based on foreign language requirements.
BUREAU OF LANGUAGE SERVICES (H.R. 5738)	Rep. Leon Panetta (D-California) H.R. 5738 - Government Operations Subcommittee of the House Foreign Affairs Committee	To improve translation and interpretation services available to the U.S. Government by providing for the establishment within the Department of State of a Bureau of Language Services, to be headed by an assistant secretary.
THE NATIONAL COMMISSION ON THE UTILIZATION AND EXPANSION OF LANGUAGE RESOURCES (H.R. 4389)	Rep. Henry Gonzales (D-Texas) H.R. 4389 - House Subcommittee on Select Education	To "evolve an active program" to promote languages in the vital areas of national security, trade and economic development. Provided a four-year commitment on the national level to using and developing our language resources through an on-going central Commission empowered to create policy and programs and to deal with other national, state and local entities to keep language study viable, focused and evident to the public and private sectors.
H. Con. Res. 243* *House Concurrent Resolution number.	Rep. Leon Panetta (D-California) H. Con. Res. 243 - House Committee on Foreign Affairs	"To express the sense of Congress that the educational and cultural programs of the U.S. Communications Agency should not be disproportionately reduced, but should, in fact, be strengthened."
THE ALIEN EDUCATION IMPACT AID ACT (H.R. 2954)	Rep. De la Garza (D-Texas) H.R. 2954 - House Subcommittee on Elementary, Secondary, and Vocational Education	Directed the Secretary of Education to make payments to state educational agencies for assistance in providing basic education for alien children, defined to mean undocumented aliens to whom state or local educational agencies must provide educational services under federal court order. Authorized through fiscal year '84, the bill dealt specifically with English language instruction and bilingual education.
H.R. 6232 and H. Con. Res. 323	Rep. Steve Gunderson (R-Wisconsin) H.R. 6232 & H. Con. Res. 323 - House Subcommitte on Immigration, Refugees and International Law	Provided 100% cash and medical assistance to refugees who are in high school and under the age of 25 for their first 36-month period of U.S. residence.
S. 1840 and H.R. 5588	Sen. David Durenberger (R-Minnesota) Rep. Barber Conable (R-New York) S. 1840 - Senate Finance Committees H.R. 5588 - House Ways and Means Committee	To amend the Internal Revenue Code for deductions relating to foreign exchange programs. This bill raised the tax deduction for host families of foreign exchange students from $50 a month to $100 a month up to a maximum of $1,000 a year.
S. 1841	Sen. David Durenberger (R-Minnesota) S. 1841 - Senate Finance Committee	To amend the Internal Revenue Code for deductions relating to foreign exchange programs. S. 1841 allowed families a 25% tax credit for the transportation expense incurred in sending a child overseas as part of a qualified foreign exchange program.
NATIONAL PROFESSIONS EDUCATION ACT (H.R. 3817)	Rep. George Brown (D-California) H.R. 3817 - Subcommittee on Postsecondary Education	Included the establishment of a coordinated multiprofessional effort to assess national problems and develop approaches and solutions through exchange programs between American professionals and their foreign counterparts.
THE EDUCATION GATEWAY CITY ACT of 1981 (S. 386)	Sen. Daniel Inouye (D-Hawaii) S. 386 - Senate Committee on Labor and Human Resources	Directed the Secretary of Education to conduct a study assessing educational efforts in areas of high immigrant concentration. The bill recognized the unique needs of these areas and sought to attend to them more effectively.

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*JNCL = Joint National Committee for Languages (CLOIS = Council for Languages and Other International Studies. Members who wish information about JNCL or language legislation may write to J. David Edwards, Director, JNCL, 11 Dupont Circle N.W., Suite 210, Washington, D.C. 20036.

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THE POLISH REFUGEE ACT (S. 2023 and H.R. 5384)	Sen. Patrick Moynihan (D-New York) Rep. Mario Biaggi (D-New York) S. 2023 - Subcommittee on Immigration and Refugee Policy. H.R. 5384 - Subcommittee on Immigration, Refugees and International Law	Gave special consideration to those fleeing the crisis in Poland by allowing an unlimited number to enter the United States.
TO ESTABLISH A NATIONAL COMMISSION ON THE EDUCATIONAL PROBLEMS OF AMERICA'S LINGUISTIC MINORITY CHILDREN (H.J. Res. 219*) *House Joint Resolution number	Rep. Edward Roybal (D-California) H.J. Res. 219 - Committee on Education and Labor	To create a national commission which would, among other things, examine the "failure of the existing educational system" to utilize "the potential for the linguistic minority children to contribute to society." One of the factors the Commission was to study was the most effective method for teaching English to non-English and limited English speaking children and to determine which current model projects are successful.
THE BILINGUAL EDUCATION AMENDMENTS (S. 2002 and S. 2442)	Sen. Walter Huddleston (D-Kentucky) Sen. S.I. Hayakawa (R-California) S. 2002 & S. 2442 - Subcommittee on Education, Arts and Humanities	Would have made serious programmatic changes in Title VII of ESEA by requiring intensive English instruction as a major part of all bilingual programs and limiting participation in programs to one year.
STATE COMMISSIONS ON TEACHER EXCELLENCE (H.J. Res. 429)	Rep. Paul Simon (D-Illinois) H.J. Res. 429 - Brought to the House Dec. 13, 1982, but failed to receive the necessary votes.	Called upon states to develop commissions on teacher excellence "to study the problem of teacher standards and recommend measures to be taken at the local, state, and federal levels to improve teacher quality."
U.S. ACADEMY OF PEACE AND CONFLICT RESOLUTION ACT (S. 1889 and H.R. 5088)	Sen. Spark Matsunaga (D-Hawaii) Rep. Dan Glickman (D-Kansas) S. 1889 - Subcommittee on International Operations H.R. 5088 - House Foreign Affairs Committee	Establishing a U.S. Academy of Peace to study conflict resolution. The Academy would be national in scope but not federally funded, and could accept grants, contracts, gifts, and contributions from public and private sources.
S. 969 and H.R. 3173	Sen. William Roth (R-Delaware) Rep. Les AuCoin (D-Oregon) S. 969 - Committee on Banking, Housing and Urban Affairs H.R. 3173 - Subcommittee on Trade of the House Ways and Means Committee	To establish a national export policy for the U.S. Specified that "support for export education programs should be increased through Federal and non-Federal programs that are supplemented by related programs designed to facilitate exporting, such as *foreign language training, translation* and international financing."
AMERICAN DEFENSE EDUCATION ACT (S. 2663 and H.R. 6674)	Sen. Gary Hart (D-Colorado) Rep. Carl Perkins (D-Kentucky) S. 2663 - Subcommittee on Education, Arts & Humanities H.R. 6674 - Subcommittee on Elementary, Secondary and Vocational Education	Encouraged local school districts to remodel their curricula to improve instruction and student performance in mathematics, the sciences, *foreign languages*, communication skills and other new technologies required to meet America's needs in this politically, socially and economically interdependent world. The Act further called for the Secretary of Defense to project the specific employee training needs required for the Armed Forces. He, together with the Secretary of Education and local educators, would investigate how education can help meet these needs.
THE IMMIGRATION REFORM AND CONTROL ACT OF 1982 (S. 2222 and H.R. 7357)	Sen. Alan Simpson (R-Wyoming) Rep. Romano Mazzoli (D-Kentucky) S. 2222 - Passed the Senate on August 17, 1982 H.R. 7357 - Brought to the House floor during the lameduck session, but no vote was taken.	Permitted aliens who illegally entered the U.S. prior to 1977 to become eligible to apply for citizenship after a period of three to five years. It also allowed those who entered the U.S. prior to 1980 to become temporary resident aliens. Included employer sanctions for those who knowingly hire illegal aliens and created a new program for entry of alien farm workers in areas where U.S. workers are not available for work. Furthermore, the bill provided financial assistance to areas with large numbers of newly legalized aliens.
TO PROVIDE TAX INCENTIVES FOR INTERNATIONAL BUSINESS STUDIES (H.R. 2868)	Rep. Paul Simon (D-Illinois) H.R. 2868 - Ways and Means Committee	To amend the Internal Revenue Code to allow an income tax credit for 25 percent of any contributions to an institution of higher education for international business studies. The bill limited the dollar amount of such credit to $50,000 for any taxable year.
CONSOLIDATED REFUGEE EDUCATION ASSISTANCE ACT (H.R. 3076)	Rep. William Goodling (R-Pennsylvania) H.R. 3076 - House Subcommittee on Elementary, Secondary and Vocational Education.	To extend coverage of educational assistance offered under the Indochina Refugee Assistance Act of 1976 and the Refugee Education Assistance Act of 1980 to all refugees. The bill was similar to a block grant approach to refugee assistance, but differed in that it avoided legislation earmarking funds for specific refugee groups. Its coverage was comprehensive, including such special groups as the Cubans and Haitians.

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SOVIET BLOC RESEARCH AND TRAINING FUND (H.R. 7211)	Rep. Lee Hamilton (D-Indiana) H.R. 7211 - House Committee on Education and Labor; House Foreign Affairs Committee	To promote advanced research and training in the fields of East European and Soviet studies, including reciprocal programs with the USSR and the Soviet Bloc Nations.
EDUCATION CONSOLIDATION AND IMPROVEMENT ACT AMENDMENTS (H.R. 7336)	Rep. William Goodling (R-Pennsylvania) H.R. 7336 - Passed both House and Senate, but pocket-vetoed by the President.	Amends Chapters 1 (the compensatory education program - formerly Title I of ESEA) and 2 (the education block grant) of the Education Consolidation and Improvement Act of 1981. H.R. 7336 reinstitutes provisions of the Title I program which allowed small school districts flexibility in operating their compensatory education programs. It also restores to school districts the discretion they enjoyed under Title I regarding schoolwide projects and noninstructional duties of personnel. The legislation relieves the smallest school districts of biennial audits in the block grant program and more clearly defines the fiscal role of the states in certifying local school districts' applications for block grants.
H.R. 7248	Rep. Paul Simon (D-Illinois) H.R. 7248 - House Committee on Education and Labor	Authorized the Secretary of Commerce or his designee to study the feasibility of establishing a computerized foreign language business and job referral service.
H.R. 6354	Rep. Paul Simon (D-Illinois) H.R. 6354 - House Committee on Post Office and Civil Service	To amend Title 5, United States Code, to award 3 extra points on the civil service examination to individuals demonstrating foreign language proficiency.
INTERNATIONAL TRAVEL ACT AUTHORIZATION (H.R. 6258)	Rep. James Florio (D-New Jersey) Placed on House calendar, but no vote was taken.	Authorized $10 million in FY 1983 for the United States Travel and Tourism Administration to promote tourism.
DEFENSE PRODUCTION ACT (H.R. 5548)	Rep. John Duncan (R-Tennessee) H.R. 5548 - House Ways and Means Committee	Included a $100 million annual authorization to provide equipment to colleges and universities for training in defense-related professions. ■

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WHAT'S AHEAD FOR THE 98th CONGRESS AND LANGUAGE LEGISLATION

In his State of the Union Address, President Reagan noted the serious need for improved and increased science and math education in the United States. We shall see within the next week if this translates into a budgetary as well as verbal commitment. The Democratic Party countered with a televised statement making education one of their five priorities, although they did not mention languages either. Whether we were overlooked because languages may not be a politically popular issue for national television or because we are not considered a legitimate issue nor serious enough crisis, the point is *language study was not mentioned*.

The President, The White House, Washington, D.C. 20500 should be made aware of this oversight immediately. We can cite the Perkins Commission's findings that the foreign language and international studies situation is "scandalous," the conclusion of Admiral Inman of the CIA that the intelligence community is "severely impacted" by the lack of language training, or the recent study done for the National Council on Foreign Languages and International Studies stating that the U.S. needs 3,700 foreign area experts for Sub-Saharan Africa but has only 500 such experts, among other sources. In making the President aware of the very real crisis in language study, do not hesitate to share copies of your letter with your Representative (The Honorable __________________, U.S. House of Representatives, Washington, D.C. 20515) and Senators (The Honorable ______________, U.S. Senate, Washington, D.C. 20510).

If we can effectively express our concerns, the makeup of the 98th Congress is cause for guarded optimism about education programs in general and foreign language and international studies in particular. Many of the new members dealt with education as an issue in the last election and seem favorably predisposed to our concerns. A congratulatory letter or call inquiring about their position on foreign languages/international studies could honestly mean the difference between the issue being considered or ignored. Of particular importance are the new members of the Committees dealing with education—Senator Charles E. Grassley (R-Iowa) and Senator Alfonse M. D'Amato (R-NY), Rep. Steve Bartlett (R-Tex), Rep. Donald C. Packard (R-Cal), Rep. Matthew G. Martinez (D-Cal), Rep. Major R. Owens (D-NY), Rep. Frank Harrison (D-Penn) and Rep. Frederick C. Boucher (D-Va).

A number of education bills have already been dropped in the hopper and hearings are now being held on a $300,000,000 bill to improve math and science education at all levels (H.R. 30—Rep. Perkins-D-Ky). Foreign languages are already included in this bill to the extent that there are references to "other areas of national need." We are hopeful that amendments will be offered to make the importance of foreign languages in this bill more explicit.

Rep. Paul Simon (D-Ill) is currently considering some revisions in his "National Security and Economic Growth Through Foreign Language Assistance Bill" to simplify it administratively and to add a qualitative element to the legislation. With or without revisions, Mr. Simon will reintroduce this bill soon. The language community was more successful than we anticipated in supporting this bill in the 97th Congress. With the same hard work, we should be able to actually accomplish a final vote in the 98th Congress.

Additionally, we can anticipate and begin preparing to address some legislation similar or identical to last year's American Defense Education Act with its emphasis on math, science, foreign languages, communications and technology. Last year's bill had the strong support of the NEA, and we must be prepared to support their efforts for similar legislation this year. Finally, while CLOIS did not take a position on the Immigration and Refugee Bill, it was of concern to a number of our members and we will monitor new legislation of this variety again very closely in this upcoming session.

The issue that will once again merit a significant amount of our attention will be the Administration's FY 84 budget requests to be revealed shortly. There is every reason to assume that once again education, research, student assistance and the endowments will be the object of attempted drastic budget reductions. As soon as the figures are available and we have had a chance to analyze them, CLOIS will notify the member organizations.

Note two other items of importance to all language teachers: March 6-13 was National Foreign Language Week. The Department of Education planned a major program in Washington with Secretary Bell, Secretary Weinberger, Senator Hatch and a White House representative, among other notables, to begin the week. Language organizations and their affiliates and friends planned events which were covered extensively by the media. Secondly, the report of the National Commission on Excellence in Education is scheduled to be released in late April. The Commission held hearings last year on language education, and we anticipate that it will produce some interesting findings and conclusions. ■

What Happened In Ottumwa?

by William Cline and David Rude

Saturday, September 4, 1982, instructors and personnel of Northrop Technical Instutite were summoned to an emergency meeting. They were told that the English language training program they had built over the last fifteen months was terminated. The client companies of Northrop, Saudia Airlines, and Sadaf were not sending any more students to the facility in Ottumwa, Iowa. The client companies were afraid that the students, their employees, were no longer safe.

The closing of the program followed a series of incidents involving the Saudi Arabian students and local residents. The final straw, a shot fired at a student's car, was preceded by verbal abuse, vandalism to student cars, and a beating perpetrated by local youths that sent one of the Saudis to the University of Iowa Hospital.

Although officials at the Institute had received reports from students of verbal abuse prior to the beating, the attack caused the conflict between Northrop students and local residents to come to a head. A meeting held at the school between city officials, Northrop, and the students was the focus of national attention and was covered by all three of the major networks. The students who had been boycotting Northrop classes following the beating were unimpressed with the assurances of the Ottumwa police and the mayor, Jerry Parker, that they were safe in Ottumwa. Many students boycotted the meeting as well, and the ones that attended took the podium themselves and told the nation that they were afraid to stay in Ottumwa. One student said that the only way that anyone would know the danger would be if one of them was killed.

This was a difficult time not only for the students, but for the instructors as well. After developing close relationships with many of the students, we were understandably concerned that they might be hurt. While the students boycotted Northrop's classes we prepared test materials and hoped that soon everything would be back to normal. It never did return to normal.

After the program closed some of us met to discuss ways to prevent another school closing from local prejudice and malice. Some possibilities and ideas emerged from our discussion. One idea was to follow the examples of the Foreign Exchange Student Program and provide the students with host families. Although the students at Northrop were older, from eighteen to their mid-twenties, they might have still appreciated the benefits of having a local family to call their own, promoting good will and cultural understanding in the community at the same time. Public relations should be stepped up even before the program begins, to promote local understanding of unfamiliar customs. Students' holidays, their religion, history and purpose in the United States should be publicized. Many callers to a local radio talk show in Ottumwa thought that the students at Northrop were Iranians and that the United States government was paying for their schooling! Program site developers should use caution in locating programs for international students. The size and availability of a site should not be the only considerations. Ottumwa, with a population of 27,000, had little experience with foreigners and strongly felt the impact of the 149 Saudi Arabian students, who usually traveled in groups. An ideal community for an English language training program would be a city with a local college or university which already had international students. A program that is conceived with these factors in mind could prevent the training program from encountering the problems we met in Ottumwa. For those of us in TESOL it is important to remember that it is not only important to create a good English training program, but to provide an environment that meets the sociocultural needs of the students and the community.

The above mentioned ideas and speculations have only come about *after* the Northrop program closed. We believe that when the program was conceived it was almost impossible to believe that the program would be closed under circumstances as they developed. It is only in retrospect that we can see how such an excellent English language program came to grief.

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by Gerald P. Berent
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Rochester Institute of Technology

Many linguists, psychologists, teachers of English, and others concerned with language remain unaware of the similarities between second language acquisition and the acquisition of language by prelingually deaf individuals. Deafness and the language deprivation which results lead to language problems which are not unlike those of other hearing language learners. Because of the similarities ESL methodology is often employed in teaching English to the deaf (see for example Goldberg and Bordman 1974), and ESL proficiency exams have been advocated for use with the deaf (Bochner 1977). There are accordingly career opportunities in deaf education for people with ESL training and experience, and there are vast unexplored areas for research into language and deafness.

Albertini (1981) provides an overview of English language teaching and the deaf, addressing similarities and differences between teaching English to the deaf and the field of ESL. He discusses the characteristics of those hearing-impaired individuals in the U.S. who are generally in need of special language instruction. Included in this group are many of the college-level students who attend the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology. Albertini describes this type of student and reports on some of the innovative language research taking place at NTID. Crandall (1978) gives an assessment of the reading and writing skills of deaf students and proposes a model of English instruction, currently followed at NTID, based on five levels of proficiency.

Quigley and King (1980) report on research into the syntactic abilities of deaf individuals. They provide a description of the distinctive syntactic constructions found in the language of deaf students and conclude, on the basis of a review of the acquisition literature, that the same distinctive structures occur also among other language learners, primarily individuals learning English as a second language. An important difference between deaf learners and other learners of English that Quigley and King note is that the deaf learners' syntactic errors often occur in profusion and persist into adulthood. Indeed, in my experience with both types of learners, I have found that prelingually deaf adults often do not improve in their language proficiency as rapidly as adult speakers of other languages. Nevertheless, they do make significant gains.

Free writing samples provide a clear picture of the kinds of syntactic errors made by deaf individuals who are in need of further language instruction. NTID administers a written language test as part of its English placement procedure. The test is scored following guidelines set forth in Crandall (1980). Students watch a five-minute nonverbal cartoon after which they are instructed to write a composition about what they have just seen. Errors are scored on a ten-point scale roughly as follows: 10 (no errors), 9 (spelling and punctuation errors), 8 (inflectional and article errors), 7 (derivational errors), 6 (function word errors), 5 (content word errors), 4 (word order and major constituent omission errors, 3 (multiple type-4 errors), 2 (listing of single words), 1 (listing of unrecognizable words). Each sentence receives the score of the most serious (lowest number) error in that sentence. The entire composition receives as its score the average of the scores of the first ten sentences.

The following anonymous writing sample, which received a score of 10, is one student's interpretation of one of the cartoons.

> I saw a cartoon about a man who seemed to have problems because he always had a black cloud hanging over him. This man's name was Mr. Koumal. At the beginning of the cartoon Mr. Koumal was writing a suicide note; next he attempted to blow his brains out. However, he failed, because the gun jammed up and he managed to shoot his whiskey bottle instead. Koumal keeps fouling up on his suicide attempts, trying harder and harder each successive time. The reason he stopped trying to kill himself is indeed a strange one. It happened that a thief holds him up and threatens him with his life. After that incident Mr. Koumal is happy. I thought it was a strange film, but it had a moral. The moral is, in my opinion, some people do not value life until someone else tries to take it away.

The next sample received a score in the range of 7. Note some of the derivational errors: **depression** for **depressed, robbery** for **robber, peace** for **peaceful,** etc.

> The man name is Mr. Koumal, was very depression after what he had done with himself. He tried to suicide by jumped in the deep water and drank alot of whiskey and smoking the cigarettes. It never happened to cause him to die. He had tried to think of anything that would kill him. He walked with depression among dark place. The robbery man appeared and had a gun to him. Mr. Koumal scared when he saw the gun pointing to him. So he gave the bad guy alot of money, value of watch, and anything what the had in his pants; after he dead then went to heaven and felt so peace. He is happy now in peace forever. The butterflies fly around him to cheer him up.

The final anonymous sample received a score in the range of 5. Note some of the more serious structural errors.

> The film was about "Mr. Kaumal death face." Mr. Kaumal tried to kill by himself, He took his gun on his head. At this time was he thinked, "Should I die" but happened he was mistake shot to the glass was broken. Later, he tried think of the other ways to death, finally, he put the rope, nail and hammer on his wall to died be a hang up but, other his negihbor heard that what he did, the negihbor were broken the wall prevent him, then Mr. Kaumal was other try jump off the bridge, he jumped but were to boat came, he were at boat. Mr. Kaumal still can't be death. One man who is robber tried him got money, Mr. Kaumal gave him everything body off. Mr. Kaumal was happy because, he have not nothing at all.

The foregoing samples reveal syntactic (and other) errors not unlike those produced by second language learners. But there are likewise similarities among deaf and hearing learners in the comprehension of syntactic structures. Because of such similar comprehension errors, Quigley and King (1980) conclude that deaf learners are probably employing the same strategies as other language learners in the processing of syntax.

This assumption is supported in Berent (1983), where I analyzed the judgements of adult second language learners and prelingually deaf adults on infinitive complement structures. I found that, in assigning a logical subject to an infinitive, both the deaf and hearing learners made the same kinds of errors in roughly the same order of difficulty. In a sentence such as the following, the logical subject is the noun closer to the infinitive: **John told Bill to leave.** Some main verbs exhibit an exception to this nearness principle: **John promised Bill to leave. John asked Bill what to do.** And passive reverses the normal tendency of regular verbs: **Bill was told by John to leave.** Both groups were using the same strategy — an overextension of the nearness principle — when they interpreted infinitive complement structures incorrectly.

The same relative order of difficulty was explained in terms of relative degrees of complexity as predicted by markedness theory in linguistics. For example, both groups had more trouble with sen-

Continued on next page

**Note: An oral version of this article was presented at the Applied Linguistics I.S. meeting of NYS ESOL BEA in Albany, New York, October 30, 1982.*

SLA AND THE DEAF

Continued from page 11

tences containing **ask** than with sentences containing **promise**. The reason for this is that **ask** is not consistent in its behavior. When it occurs with a **wh**-word as in the example above, it violates the nearness principle; but when **ask** occurs without a **wh**-word, it follows the nearness principle: **John asked Bill to leave.** The verb **promise** is consistent in its violation of the nearness principle and is accordingly easier (acquired earlier) than **ask**, which is inconsistent.

Interestingly, first language studies report the same relative order of difficulty with verbs like **promise** and **ask** and explain the difficulty also in terms of markedness and an overextension of the nearness principle. Thus three groups — children, hearing adult speakers of other languages, and deaf adults — are applying the same comprehension strategy in the acquisition of infinitive complement structures.

Despite differences in degree or persistence, the language problems of prelingually deaf learners of English resemble those of second language learners in many respects. In other respects deaf learners resemble first language learners (cf. Bochner 1978) and, as has been shown in Berent (1983), the three groups behave similarly relative to certain phenomena. For those involved in English language teaching or in language acquisition research, language and deafness remains fertile ground for exploration and experimentation.

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About the author —

Gerald P. Berent is co-director of the English Learning Center at the National Technical Institute for the Deaf at Rochester Institute of Technology. He has a Ph.D. in linguistics from the University of North Carolina at Chapel Hill. He has taught linguistics and ESL in Yugoslavia, and Greece and in the U.S. His current research interests include the application of linguistics theory to language acquisition data.

A Fish Story and Other ESL Yox

In an ESL class for Khmer refugees, the teacher described the concept of a "fish story," in which some of us are adept in much longer, heavier ways than others. Later she asked one of the students, both from curiosity and to test the student's ability to use the future tense, what he would be doing the next day. The student nonchalantly replied, "I will walk on water to New York." The teacher blushed with embarrassment, fearing that the lesson hadn't sunk in (no pun intended.) The student looked up. "Fish story," he smirked.

• • •

While being tutored, another Asian student sat for an hour with a child in her lap. The rotund tutor wanted to finish the lesson with examples of antonyms. She gestured toward the child, asking the mother, "Heavy?" The student, misunderstanding the question, responded, "No, baby light. *You* heavy."

• • •

A tutor was teaching his student about pronunciation. As he leaned over the book to point out a word and asked, "What do you hear?" his stomach rumbled. The student innocently replied, "Thunder."

Collected by Tim Scanlon, Cheshire County, New Hampshire Adult Tutorial Program and reprinted from *NNETESOL Newsletter, Winter 1983*.

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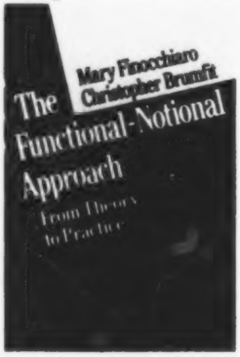
The
Functional-Notional Approach
From Theory to Practice
Mary Finocchiaro
Christopher Brumfit



This book, an invaluable text for all language teachers, discusses both the theoretical basis of functional-notionalism and its practical classroom application.

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CUOMO SPEAKS

Continued from page 1

has chipped into the marble face of its Capitol these memorable words of the great rabbi: "If I am not for myself, who is for me? But if I am for myself alone, then what am I?" Or the words of our great Pope: "Freedom and riches and strength bring responsibility. We cannot leave to the poor and disadvantaged only the crumbs from the feast. Rather we must treat the less fortunate as guests."

A society as blessed as ours should be able to find room at the table, shelter for the homeless, work for the idle, care for the elderly and infirmed and hope for the destitute.

To demand less of our goverment or of ourselves, would be to evade our proper responsibility. At the very least, the government of this generation should be able to do for those who follow at least what has been done for us. And if my election proves anything, it proves how very much this system has been able to do for us.

Like everyone in this room today, and all of us in New York state except for our native American brothers and sisters, I am the offspring of immigrants.

My parents came some 60 years ago from another part of this world, driven by deprivation, without funds, without education, without skills.

When my mother arrived at Ellis Island, she was alone and afraid. She carried little more than a suitcase and a piece of paper with the address of a laborer-husband who had preceded her here looking for work. She passed through all the small indignities visited on immigrants everywhere, always. She was subjected to the hurried condescension of those who decide if others are good enough to enter, or at least not bad enough to be kept out.

Like millions of others, my mother and father came here with very little more than a willingness to spend all their effort in honest toil. They asked only for the opportunity to work and for some protection in those moments when they would not be able to protect themselves.

Our Common History

Thanks to a government that was wise enough to help them without stifling them, and strong enough to provide with opportunities to earn their own bread, they survived. They remained a people of modest means. But they were able to build a family, and live in dignity, and see one of their children go from behind their little grocery store in South Jamaica where he was born, to the highest seat in the greatest state in the greatest nation.

That by itself is an almost ineffably beautiful commentary on this magnificient system of American democracy. But this is not a personal story. This is the story of all of us.

What our imperfect but peerless system of government has done for those two frightened immigrants from Europe, it has done for millions of others in different ways. That experience is a source of pride and gratitude, but it has to be much more. It must serve as a challenge to all of us, as we face the future. The achievements of our past impose upon us the obligation to do at least as much for those who come after us.

It would be a terrible desecration of our history to allow the difficulties of the moment, which pale when compared to those faced by our ancestors, to excuse our obligation to produce government that excels at doing what government is supposed to do. We need not fear the challenge. Underlying everything I believe about our government is an unshakable conviction that it is good enough to do what must be done and more.

Through all of our present travail, and I know it well—the deficits, the hordes of homeless, unemployed and victimized, the loss of spirit and belief—for all of this, I believe that we are wise enough to address our deficits without taxing ourselves into bankruptcy, strong enough to reconcile order with justice, brave enough to bring opportunity and hope to those who have neither. We can, and we will, refuse to settle for just survival and certainly not just survival of the fittest. ■

BECKON YOUR FRIENDS BY WAVING "GOOD-BYE"

by Donald Montalto
Erie Community College

You know you've been teaching ESL too long . . .

- if, when your friends smile and nod, you assume they don't know what you're talking about.
- if your speech is 100% passive-free.
- if, when interviewing a candidate for an ESL teaching job, you feel obligated to point to the chair when you say, "Please sit down."
- if, when being interviewed for an ESL job, you smile and remain standing when the interviewer says, "Please sit down."
- if, when one of your students tells you his life story in Swahili, you smile, nod and say "Yes."
- if TOEFL doesn't sound like something to eat.
- if you have to think about which fingers to hold up when ordering two beers.
- if the sentence "This no good" sounds like good English to you.
- if the words "present perfect" make you feel uneasy.
- if you beckon to your friends to join you by waving "Good-bye" to them.

Hawaii: The Saga That Michener Could Not Have Foreseen

by Gary J. Kukar
University of Wisconsin

The conference season is upon us once again, and going to the annual TESOL Convention is always an exciting prospect. Fortunately for our program, this year's convention was held in Toronto and not in Hawaii.

Last year at this time the tension ran high on the eighth floor of Curtin Hall. The fifteen teachers of the Intensive English Program at UWM had just voted to pool their meager traveling allowances and elect *one* representative to accompany the IEP coordinator to Hawaii.

After the twenty-third ballot, it appeared that the Curtin Hall conclave remained hopelessly deadlocked in a fifteen way tie. Apparently no one was willing to yield, so the chairman opened the floor for suggestions.

"How about a contest?" someone offered. The motion was quickly seconded, and Diane, a former state and second place national champion, proposed a spelling bee. This would be fair, she reasoned, since "we *are* all English teachers, aren't we?"

Rita said she thought we should all bowl ten frames at her mom's alley in Ripon. High man gets Hawaii, low man bowls another free game, and the middle men buy the beer.

"Well," says Kathy, "a two-handed cutthroat Sheepshead tournament sounds like a mighty good idea to me."

Ashley was all for arm wrestling and Martin for Scrabble. General chaos was about to break loose when Cyndy, a very recent addition to the IEP staff, moved that we have a simple lottery—just draw a name out of someone's hat. Well, that sounded a bit too impartial for most, but the motion carried two to nothing with thirteen abstentions. You see, I threw in with Cyndy after she offered to use my hat—with a sly wink in my direction. "So," I thought to myself, "this neophyte was willing to pay her dues to the old guard." Who was I to balk at fortune's fickle finger?

The stillness was deafening as I held my hat high for the drawing. My eyes, trying to hide their inner confidence, surveyed a room full of sweaty palms, crossed fingers, and foreheads dewy with perspiration. Since Larry, as coordinator, was already going, he stepped forward as the designated, disinterested name-puller of the Honolulu bound personage.

Larry pulled the name, cleared his throat, and in a voice tinged with affected surprise, announced the winner—"CYNDY."

We'd been had! I'd been had!! How did she do it!!? In that instant the collective blood pressure of the vanquished hit 160/90. Faces flushed then blanched, and voices were muted, choked off in the process of swallowing the lump in their throats.

It was Cyndy who spoke first. "I don't believe it!" she screamed, jumping up and down like a distraught game show contestant winner. We, naturally, all had to file by and offer our "sincerest" congratulations through clenched teeth. Miss America smiled.

But that was not the end of it. In the fever that consumed us—this was something other than revenge—we plotted her demise. Little did she suspect that in less than six months she'd be teaching in Saudi Arabia! Sorry you had to find out about it like this, Cyndy. It was bound

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Hawaii:

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to happen to one of us. So, now you know why the Saudis finally answered that long forgotten job query you once mentioned. The updated resume we sent them read like a page out of a *Who's Who in TESOL*.

I hope that TESOL convention planners see the moral in all this. Palm tree fever reaches epidemic proportions by mid-March here in the North Country. You've got to scrap those future plans for conventions in Rio and Tahiti, or there'll be mutiny in Milwaukee!

(*WBTESOL Newsletter*, Vol. 11, No. 1, Spring 1983)

MSP: MATH FOR SPECIAL PURPOSES

by Mark O. James
Brigham Young University-Hawaii

Now that the convention is over, and we are safely back in the confines of our own offices, it's time to evaluate ourselves, the convention, and the time we spent there.

For some of us, this is a necessity in order to be reimbursed by our departments or companies for expenses incurred. For others, it is a time to refresh and review all that was learned while there. For most of us, however, it is done in self-defense. Our bosses, colleagues, and spouses always seem skeptical about the justification of such conventions, complaining that for several days after returning from these annual gatherings, we act more like bit parts in "Night of the Living Dead" rather than the super-energized master teachers they were expecting. Some of these people no doubt have serious questions concerning the nature of our gatherings, and just maybe it has got you to thinking too. What is it about these conventions that always leaves you feeling as fresh as last year's daisies?

To better understand what it is you have just gone through and for the enlightenment of those around you, let me suggest the following convention formula—or Exhaustion Index:

$$E = \left[\frac{S}{(P \cdot A)^n}\right] + \left[\frac{1}{D^x \cdot C}\right]^2$$

Where:
E = Exhaustion Index
S = no. of hours, sleep per day
P = no. of people sharing sleeping quarters
A = no. of species other than human sharing sleeping quarters (e.g., cockroaches, termites, bedbugs, etc.)
n = no. of interruptions per night of sleep (e.g., your old friend from Michigan, service call at 5 a.m. when you asked for 7 a.m. all of the above in category A, etc.)
D = no. of days at the convention
x = no. of free pens, buttons, catalogs, samples, etc., that you had to lug around from session to session.
C = no. of children (and spouses where applicable) for which you were obliged to spend hours sifting through the rubble of souvenir shops.

90-100 pts. — Charter Member of TESOL
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NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

1984-85 FULBRIGHT SENIOR SCHOLARS

The Council for International Exchange of Scholars announces the 1984-85 competition for Senior Scholar Fulbright awards for university teaching and postdoctoral research. Awards are offered in all academic fields for periods of 2-10 months, in over 100 countries.

After April 15, 1983, interested applicants may obtain application forms and information on college and university campuses in the Office of the Graduate Dean at graduate institutions or the Office of the Chief Academic Officer at 2-and 4-year institutions. Prospective applicants may also write for applications and additional details on awards, specifying the country and field of interest to: Council for International Exchange of Scholars, 11 Dupont Circle, Suite 300, Washington, D.C. 20036. All applicants must be U.S. citizens and have had college or university teaching experience and/or a Ph.D. or the equivalent.

Applications deadlines in effect for 1984-85 awards: June 15, 1983, for American Republics, Australia and New Zealand; September 15, 1983, for Africa, Asia, Europe, and the Middle East.

TEXTESOL V FALL CONFERENCE CALL FOR PARTICIPATION

TEXTESOL V (Dallas — Fort Worth area) will hold its fifth annual fall conference on October 21-22 on the campus of North Texas State University in Denton. Colleagues from all over the state and across the nation are invited to submit program proposals.

The program committee hopes to include presentations on various aspects of ESL including theoretical issues in second language acquisition, pedagogy at all levels, administration of ESL programs, bilingual educations, and professional concerns. Presentations may take the form of demonstrations, papers, panel discussions, or workshops. The may be 30, 60, or 90 minutes in length. Abstracts should be submitted by July 31 to: TEXTESOL V, Texas Christian University, P.O. Box 32926, Fort Worth, Texas 76129.

MORLEY TO SPEAK AT CONFERENCE ON LISTENING

On Saturday, May 7, from 9 a.m. to 4 p.m., The English Language Center of LaGuardia Community College will host a Conference on Listening. The keynote speaker will be Joan Morley, the University of Michigan. Other experts in the field of teaching listening will also participate. The conference will be held in LaGuardia Community College Theater, 31-10 Thomson Avenue, Long Island City, New York —easy to reach by subway, car or plane. A $10 conference registration fee includes lunch. For further information about the conference, call (212) 626-2718.

LANGUAGE STUDIES SYMPOSIUM

The fifth Delaware Symposium on Language Studies will be held October 13-15, 1983. The theme is "Languages in National Policies and International Relations." For more information write to: Dr. Nancy Schweda Nicholson, Department of Languages and Literature, University of Delaware, Newark, Delaware 19711.

JALT '83: NINTH ANNUAL CALL FOR PAPERS

The Japan Association of Language Teachers expects over 1000 participants at its International Conference on Language Teaching and Learning in Nagoya, September 23-25, 1983. JALT warmly encourages proposals for papers, demonstrations, and workshops. Guidelines for proposals include the following components: 1) Two copies of a 200-word abstract, typed double space, only one of which should carry the presenter's name and address; 2) A separate sheet with the presenter's name, address, and the title of the proposal (10 words or less). Indicate the target audience and list any technical equipment needed; 3) A brief personal history (25-50 words). Send the proposal to the program chairman no later than June 1: Richard Harris, Nijigaoka Mansion 1207, 1-1-1 Nijigaoka, Meito-ku, Nagoya 465, Japan.

VIETNAMESE STUDIES SUMMER INSTITUTE
JUNE 6 - AUGUST 12

The Vietnamese Studies Summer Institute is a national program devoted to the study of Vietnamese language and culture. While focusing on an intensive language program, the Institute will also offer students a basic understanding of Vietnamese history and culture. Since the available courses coincide, in part, with the summer session at the University of Hawaii at Manoa, Institute participants will also be able to take advantage of a wide range of activities organized by the University Summer Session. The total number of credits students can take during the Institute session is 13. Tuition is $20 per credit for residents and $30 per credit for non-residents. For information and application forms, write: Professor Nguyen Dang Liem, Department of Indo-Pacific Languages, University of Hawaii at Manoa, Honolulu, Hawaii 96822. Telephone: (808) 948-7371.

M.A. IN LINGUISTICS AND MODERN LANGUAGE LEARNING

The University of Nottingham, England announces a new Master of Arts program in linguistics and modern English language, which can be completed in one year (October - September). Foundation courses are in language variation (dialectal and stylistic) and text analysis. A choice of other courses are offered: text linguistics, discourse analysis, computational linguistics, stylistics, educational linguistics, and language teaching. For details, write: Tutor for Admissions M.A., Department of Linguistics, University of Nottingham, Nottingham NG7 2RD, England.

MANUSCRIPTS SOUGHT FOR *CROSS CURRENTS*

Cross Currents is a biannual journal of communication, language, and cross-cultural skills published by the Language Institute of Japan (LIOJ). The major emphasis is on practical ideas and suggestions for classroom use and issues affecting cross-cultural communication and the use of English as an international language. Manuscripts are currently being solicited. Please address all correspondence to *Cross Currents*, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Japan 250.

TESL OPPORTUNITIES IN THE MIDDLE EAST

Most contracts awarded in the Middle East today contain training components — and English language training is essential to this effort. A listing of over 900 American companies doing business in Saudi Arabia, Kuwait, Abu Dhabi and Bahrain has been published. The list contains names, addresses and phone numbers of companies in the U.S. and in the Middle East, plus a summary of the type of work performed. The list has an index divided by industry (engineering, construction, communications, business services, training, oil, etc.). To obtain this useful job-hunting tool send a check or money order for $40 to: Middle East Advisory Bureau, Box 11324, Alexandria, Virginia 22312. Telephone: (703) 642-0341.

ISRAELI SYMPOSIUM ON LANGUAGE TESTING

A symposium on "Research on Testing Reading Comprehension" was conducted January 4-5 at Kiryat Anavim by the Israeli Academic Committee for Research on Language Testing (ACROLT), a working group within the framework of the AILA Commissions. This was the second in a series of ACROLT symposia sponsored in part by the British Council.

Presentations were made by Robert Cooper, Raphael Nir (both Hebrew University) and Bernard Spolsky (Bar Ilan University) who discussed their project to evaluate functional literacy skills among Israeli soldiers. Christine Klein-Braley (University of Duisburg, West Germany) spoke about her doctoral research regarding the cloze test, and about an alternative for the cloze: the C-Test (whereby the second half of every other word is deleted). Elana Shohamy (School of Education, Tel Aviv University) reported on a study comparing six methods for testing reading comprehension in EFL on the same texts (multiple choice questions in L_1 and L_2; open ended questions in L_1 and L_2; summary in L_1 and L_2). Marsha Bensoussan (Haifa University) spoke about changing the difficulty level of multiple choice EFL reading comprehension questions.

Menucha Birenbaum (Tel Aviv University) spoke about applying latent trait and adaptive testing to the testing of reading comprehension. Three presentations followed, each describing tests in use: Roberta Stock (Tel Aviv University) on the University EFL Entrance Exam; Raphael Gefen (Ministry of Education) on the EFL reading component of the **bagrut** (matriculation) exam; and Peter Hargreaves (British Council) on recently developed British Council reading comprehension tests. Andrew Cohen (Hebrew University of Jerusalem) spoke about researching the process of test taking and David Nevo (Tel Aviv University) presented standards for educational testing methods and suggested how these standards can be applied to evaluating language tests. The symposium ended with a discussion that resulted in defining priorities for research on language testing in Israel.

A third symposium is scheduled for May 11-13, 1983 on "Language Testing at the End of High School." For information about this meeting and other ACROLT activities, write to: Dr. Elana Shohamy, School of Education Tel Aviv University, 69978 Ramat Aviv, Israel.

Continued on next page

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SALUTE TO CONVENTION DAILY '83!

Convention Daily staff 1983! The *TESOL Newsletter* Editorial Staff/Advisory Board salutes comrades in the TESOL news trades for the really super job done at TESOL/Toronto in producing a daily newspaper such as no other conference knows. Our special acknowledgment for their creative and energetic efforts goes to Editor-in-chief Jerry Messec, Jobs Editor Alice Johnson, Features Editor Lise Winer, Announcements Editor Cathe Tansey, Local Liaison Maureen Hynes, and Staff Writers and Photographers Roseanne Harrison, Lars LaBounty, Suzanne Firth and Janet Dawson. And could all the editors have managed without the cheerful and efficient work of the typists and volunteers who included Meg Reid, Dan Dropko, Beth Stevenson, Phyllis Robinson, Daina Green, Ann King, Bob King, Libby Ackermann, Shelly Pelley, Carrie Cardner, Andrew Whittington, Ed Kuntz, Bonnie Bell, Elizabeth Taborek, Joan Hidges, Lynn Dandy, Beatrix Antoinette, Esther Meisels, Beth Alaska and Harolyn Hickey? No. Take a bow, one and all.—Editor, *TN*.

1983 SIETAR CONFERENCE IN SAN GIMIGNANO, ITALY

The ninth annual conference of the Society for Intercultural Education, Training and Research will be held May 9-14 in San Gimignano, Italy. The conference will take place in the Intercultural Center established by **Intercultura** in cooperation with the regional government of Tuscany and the University of Siena. For further information, write: SIETAR, 1414 Twenty-Second Street, N. W., Washington, DC 20037.

DIALOGUE AVAILABLE

Dialogue is a newsletter on the teaching of English and French as second languages, published quarterly by the Council of Ministers, Canada. It is available free of charge to TESOL members from: Council of Minsters of Education, Canada, 252 Bloor Street West, Suite 5-200, Toronto, Ontario M5S 1V5, Canada. The February issue features articles on "Teacher Training and Professional Development."

35th ANNUAL NAFSA CONFERENCE

The 35th annual conference of the National Association for Foreign Student Affairs will be held in Cincinnati, May 24-27. The conference theme is "Expanding Alliances in International Education." Detailed information from: NAFSA, 1860 19th Street, N.W., Washington, D.C. 20009.

EDUCATION FOR UNITY IN DIVERSITY IS NAAPAE CONFERENCE THEME

The fifth annual conference of the National Association for Asian and Pacific American Education will focus on the theme "Education for Unity in Diversity" when it meets in Chicago, Illinois, April 21-23. The NAAPAE, by its very existence, promotes unity and strengthens the foundations of American society through cultural, ethnic and linguistic diversity. In diversity there is unity. This constitutes the very fabric of American society. The United States has survived and prospered from such unity anchored on the diverse human resources from all corners of the world. In this spirit, the fifth annual conference is a national forum to address diverse needs, expectations and contributions of Asian and Pacific Americans in the development of American society. Featured speakers include Dr. Ruth Love, Chicago School Superintendent; Senator Charles Percy; and Dr. Robert Suzuki of California State University. Information from: Teresita Ramos, Dept. of Indo-Pacific Languages, University of Hawaii, Spalding Hall 459, Honolulu, Hawaii 96822 or telephone Chris Chweh (312)771-8300, ext. 293.

MULTI-ETHNIC EDUCATION IN THE BRITISH SETTING

A credit program, Studying Multi-ethnic Education in the British Setting, will span two campuses, the University of Denver and Dudley Campus (Wolverhampton Polytechnic Institute, England) from June 6 to 24.

The program will begin with one week on the University of Denver Campus, June 6-9. Professor Edith King of the School of Education, UD, will give presentations on the history and background of race relations and multi-ethnic education in Britain. The course will also examine ethnic and race education, mother tongue and ESL teaching in Britain. On June 9th the course participants will leave for Britain, where they will visit multiracial and ethnically diverse schools at either primary or secondary level for observation (or participation, if desired). Living accommodations will be arranged on the Dudley Campus, site of the beautiful and historic Dudley Castle, and within walking distance of a number of schools. Hospitality and receptions with British teachers and university faculty are planned. Cultural activities are planned as well. Total estimated costs (based on four academic credits): $1,830. For more information, contact: Dr. Edith King, School of Education, University of Denver, Denver, Colorado 80208. Telephone: (303) 753-3646.

Continued on next page

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Eugene J. Hall

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DICTIONARY OF PREPOSITIONS FOR STUDENTS OF ENGLISH

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Prepositions are short words of high frequency that serve a functional purpose at the same time that they retain a variety of meanings. This book illustrates both the uses and the different meanings of each preposition in English. Each definition and explanation of structure is followed by several illustrative examples. Examples are also given of common prepositional phrases.

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NEW AFS PROGRAM WITH THE PRC

AFS International/Intercultural Programs (formerly the American Field Service) launched a new program in December 1982 with the arrival of twelve teachers of English from the People's Republic of China.

Aged 22 to 29, the participants in the China Teachers Program will live with an AFS family for seven months while interning in American high schools. As student teachers, they will study the methodologies for teaching English as a second language in the United States and the application of these methods in China.

"This is the first such program for AFS and for the People's Republic of China," stated Don Mohanlal, AFS Vice President for Latin America, Canada, Asia and the Pacific. He continued, "Unlike other programs for teachers from the People's Republic of China, these educators are younger in age, will be living in a family environment, and will be interning in only one school and community for the entire seven-month period. We believe this program will promote intercultural learning and understanding for all the participants, Chinese and American."

The teachers will receive an intensive ten-day orientation at Queensborough Community College, New York. Orientation will include instruction in English as a second language, lectures on the American educational system and visits to local high schools.

Mid-stay, AFS will organize a workshop for the teachers to review the teaching methods and discuss their possible replication in China.

Communities that will host the twelve teachers are: Moscow, **Idaho**; Kent, **Washington**; Eugene, **Oregon**; Palo Alto, **California**; Cleveland Heights, **Ohio**; Clear Creek, **Texas**; Birmingham, **Michigan**; University City, **Missouri**; Hyattsville, **Maryland**; Parsippany, **New Jersey**; New York City, **New York**; and Hingham, **Massachusetts**.

The traditional AFS program, a homestay for high school students, promotes cultural awareness as a means of better understanding among nations. Annually, AFS facilitates over 8,000 exchanges in 60 countries. AFS is currently developing new and diverse programs to meet today's need for intercultural learning opportunities.

BE A LEARNING TRAVELER

Travel can be more rewarding this year. It can be a learning experience with the world as your classroom. Time abroad can be spent on an archaeological dig in Greece; studying Islamic civilization in Cairo; psychology in China; or honing your language skills, whether it be Spanish, French, Italian, Japanese, Russian, or even as exotic as Swahili or Mongolian.

The Learning Traveler series, published by the Institute of International Education, are the only books of their kind which offer a multitude of study and travel opportunities for combining subject fields from archaeology to zoology with travel anywhere from Australia to Uruguay. Here lies the ticket to many fulfilling and enriching study/travel experiences.

U.S. College-Sponsored Programs Abroad: Academic Year (Vol. 1) describes over 800 semester and academic-year study programs around the world sponsored by accredited U.S. colleges and universities. The companion volume *Vacation Study Abroad* lists over 900 foreign study programs ranging from three days to three months, organized during the months of April through October, sponsored by U.S. colleges and universities, foreign institutions, and private U.S. and foreign organizations. Most of the programs also include either travel or built-in time for exploring the host country.

The directories contain all the vital information needed for enrolling in a foreign program: when, where and how long the programs are; pre-session orientation; course descriptions, credit, teaching methods, language of instruction; housing; costs; scholarships; work-study, and program evaluation. Although the series is geared toward the college student, *The Learning Traveler* describes many programs open to high school students and adults of all ages.

The Learning Traveler series is the result of an annual survey conducted by the Institute of International Education. Each volume costs $9.95. To order a copy of either volume, send a check for $9.95 to: Communications Division, Box TE, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

NEW JERSEY CONFERENCE ON BILINGUAL/ESL EDUCATION

The sixth statewide conference for bilingual and ESL educators will take place on April 21-22. The theme for this year is "Bilingual Education: Alliances for Continued Success." In accordance with the theme, the conference will be co-sponsored by many organizations including the New Jersey Departments of Education and Higher Education, the Bilingual Education Service Center of Georgetown University, and New Jersey Teachers of English to Speakers of Other Languages/New Jersey Bilingual Educators, among others. Over nine hundred participants are expected to attend over sixty workshops on curriculum, teaching strategies and assessment techniques. For more information, telephone: Linda Dold-Collins (609) 292-8736 or Narcisa A. Polonio Jones (609) 292-6835.

AN ANNOUNCEMENT OF INTEREST TO COMPOSITION AND WRITING TEACHERS

Articles on teaching composition and writing sought for special issue of the *TESOL Newsletter*

Descriptions of successful classroom practices in dealing with the process of teaching writing and composition to students at all age levels—elementary, secondary, adult and higher education—are invited. Include a brief description of the theoretical basis of the activity. The articles will appear in a special referred 16-page supplement of the *TESOL Newsletter* at the end of the year. It will be headed by Guest Editor Ann Raimes of Hunter College, CUNY.

Articles should be original works although they may be based on previously made conference presentations which have not yet appeared in print. Manuscripts are to be typed double space and limited to 3000 words although shorter papers are equally welcome.

Send four copies by July 15th to: Alice H. Osman, Editor, *TESOL Newsletter*, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101.

COMMUNICATION AND DEVELOPMENT IN AFRICA AND THE AFRICAN DIASPORA

The University of the West Indies at Cave Hill, Howard University, and the National Communication Association will co-host the Second World Congress on Communication and Development in Africa and the African Diaspora. The conference will be held July 24-28 in Bridgetown, Barbados.

The purpose of the Congress will be to provide a forum for scholars and practitioners from Africa, the Caribbean, and the United States to: 1) discuss the state-of-the art in five major sub-specialties of communications as they relate to human, social, and economic development for African, West Indian, and Black American people: a) mass communication, b) linguistics, c) rhetorical communication/theatre, d) intercultural/international communication, and e) communication disorders; 2) identify communication issues and problems as they relate to these same populations; and 3) develop theoretical and applied models to address issues and problems identified by the participants.

Communication professionals and the general public are invited to attend the Congress. Two educational tours have been planned by the organizers, one to Barbados and the other to Barbados, Trinidad, Tobago, Haiti, and Jamaica. Information from: Orlando Taylor, Congress Coordinator, P.O. Box 65, Howard University, Washington, D.C. 20059. Telephone: (202) 636-6711.

1984-85 ADVANCED RESEARCH FELLOWSHIPS IN INDIA

Twelve long-term (six to ten months) and nine short-term (two to three months) research awards, without restriction as to field, are offered for 1984-85 by the Indo-U.S. Subcommission on Education and Culture. Applicants must be U.S. citizens at the post-doctoral or equivalent professional level. The fellowship program seeks to open new channels of communication between academic and professional groups in the United States and India and to encourage a wider range of research activity between the two countries than now exists. Therefore, scholars and professionals who have limited or no experience in India are especially encouraged to apply.

Fellowship terms include: $1,200 - $1,500 per month, depending on academic/professional achievement and seniority, $350 per month payable in dollars and the balance in rupees; an allowance for books and study/travel in India; and international travel for the grantee. In addition, long-term fellows receive international travel for dependents; a dependent allowance of $100 - $250 per month in rupees; and a supplementary research allowance up to 34,000 rupees. This program is sponsored by the Indo-U.S. Subcommission on Education and Culture and is funded by the United States Information Agency, the National Science Foundation, the Smithsonian Institution and the Government of India.

The application deadline is July 1, 1983. Application forms and further information are available from the Council for International Exchange of Scholars, Attention: Indo-American Fellowship Program, Eleven Dupont Circle, Suite 300, Washington D.C. 20036, Telephone: (202) 833-4985.

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SECOND LANGUAGE ACQUISITION AND SECOND LANGUAGE TEACHING

A two-day conference, June 24-25, University of South Florida, Tampa, Florida. The purpose is to increase awareness of current theories, methods, research and issues in second language acquisition and learning. Appropriate topics in linguistics (theoretical and applied), ESL, psychology, and education are welcome. Send abstracts (500 words or less) by May 1, 1983 to: Linguistics Club, Linguistics Department — LET 293, University of South Florida, Tampa, Florida 33620. Any requests for information should also be sent to the above address.

28th ANNUAL IRA CONFERENCE

The 28th annual conference of the International Reading Association is scheduled for May 2-6 in Anaheim, California. For information, write: IRA, Conferences Department, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711.

WORKSHOP: MOTIVATING CHILDREN AND ADULTS TO ACQUIRE ANOTHER LANGUAGE

The featured lecturer at this August 1-5 workshop at Calvin College, Grand Rapids, Michigan is Dr. James Asher of San Jose State University in California. The workshop will include lectures on psycholinguistics and on comprehension training; live demonstrations of the "Total Physical Response" approach; supervised practice sessions; and development of materials for classroom use. The cost is $200. Two semester hours graduate credit, 0.6 course credit will be given. The application deadline is July 4. For more information, write: Dr. Barbara Carvill, German Department, Calvin College, Grand Rapids, Michigan 49506. Telephone: (616)957-6365.

TESOL '83 PROCEEDINGS

For those members of TESOL who were unable to attend the 1983 convention in Toronto, Audio Archives of Canada has available on cassette recordings of many of the sessions presented at TESOL '83. Tapes are $7 (Canadian) plus postage and handling ($1 for the first and 50¢ for each additional tape.) A complete list of titles will be included in the June **Newsletter**, or interested persons may write directly to: Audio Archives of Canada, 7449 Victoria Park Avenue, Markham, Ontario L3R 2Y7, Canada.

PAPERS SOUGHT FOR CONFERENCE ON LANGUAGE DEVELOPMENT

The Boston University School of Education announces the eighth annual conference on Language Development, October 7-9 at the George Sherman Union, 775 Commonwealth Avenue, Boston. Papers on such topics as first and second language acquisition, bilingualism, language disorders, reading, writing, testing and evaluation, sign language, neurolinguistics, sociolinguistic interaction, and language acquisition in disordered populations will be considered for presentation at the conference. The deadline for submission of abstracts is June 1. To obtain abstract guidelines and information on preregistration and local arrangements, write: Language Development Conference, School of Education, Boston University, Boston, Massachusetts 02215.

Second Annual Rocky Mountain TESOL Convention

UP WITH TESOL

October 13-15, 1983
Hilton Tri-Arc
Salt Lake City, Utah

For more information, contact:

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Mary Ann Christison
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HELPING STUDENTS SORT OUT PHRASAL VERBS

by Eileen K. Blau, Joan B. Gonzales and John M. Green
University of Puerto Rico at Mayaguez

English has hundreds of phrasal verbs and the capacity to produce many more. In the modern world we are all too often **ripped off, burned out, put down, freaked out,** and occasionally we **luck out**. Not only is the number of phrasal verbs increasing, but verb-particle combinations seem to be forming tighter units. We sense, for instance, that the decline in such utterances as **For what are you looking?** shows a growing tendency among speakers of English to consider prepositions as somehow glued to the verbs they follow, rather than as movable units of meaning. The cementing is complete in nominalized forms like **printout** and **handout**.

These admittedly speculative ideas suggest that the ESL student's need to understand this already troublesome feature of English will only increase in the future. What follows is not so much a classroom recipe for teaching phrasal verbs as a useful road map that we can easily pass on to our students. This road map works in conjunction with the *Longman Dictionary of Contemporary English (LDOCE)*, and we feel that the student who has learned to use this approach will face considerably less difficulty in dealing with phrasal verbs.

Students' problems with phrasal verbs fall into two broad categories: lexico-semantic (vocabulary problems) and syntactic (word order problems). Students often fail to think of the two- or three-word verb as a semantic unit with a special meaning. This is especially true if phrasal verbs do not exist in the student's own language, and, with the exception of Germanic languages, such is usually the case. When a single word conveys the meaning in their native language, students find it hard to see the importance of the particle, or final word, of the English phrasal verb. (Contrast colums 1 and 2 in the chart below.) As a result, they produce sentences like:

> *Turn the stove.
> *Pick the laundry.

instead of:

> Turn on the stove.
> Pick up the laundry.

They also confuse phrasal verbs like **take off** and **take out** where the only difference is a couple of letters in that extraneous (they think) second word.

The second major problem, the syntactic one, involves the placement of objects in relation to particles, and it is here that teachers and textbooks sometimes tend to create more confusion than is necessary. Students are led to believe that they need to memorize a "separable" or "non-separable" label for every phrasal verb they learn in order to avoid such errors as:

> *Pick up it.
> *Throw away them.
> *I heard them from.

Of course, if the object can be expressed as a noun, the student has an escape hatch. Even though other syntactic options may also be available, placing the noun object after the particle will always be correct.

> Pick up the laundry.
> Throw away the papers.
> I heard from my parents.

Knowing this can be especially useful in conversation when it is impossible to stop and check an authority.

Although our students should be aware of this escape hatch, they should not let it become their only way of handling the situation. They still must work toward native-like usage, which does, indeed, involve separation in some cases.

All phrasal verbs fall into one of four categories. First, if a two-word verb is composed of a verb and a preposition (**call on, run into, go over, hear from** —see Row A in the chart), the pre-position, as its name suggests, must precede any object, and therefore these combinations are non-separable. In the *LDOCE* these are labelled **v prep**. Second, all three-word verbs (Row B in the chart) are also non-separable, as the third word is always a preposition, and therefore must precede its object. The *LDOCE* labels these **v adv prep**. Third, all transitive two-word verbs that are not verb + preposition combinations are separable (Row C of the chart). The *LDOCE* labels these **v adv** (T). Finally, all intransitive two-word verbs (Row D in the chart), whether they are **v prep** or **v adv**, are by definition non-separable. Clearly, if a verb takes no object, there is no need for a student to memorize whether or not it is separable by an object. Such phrasal verbs are labelled (I) in the *LDOCE*. It should be noted that some **v adv** phrasal verbs may be either transitive or intransitive:

> My mother gets me up at seven every morning.
> I get up at seven every morning.

The dictionary clearly identifies both uses. But of course, the phrasal verb is separable only when transitive.

Students can thus confront the syntactic (word order) problem presented by two-word phrasal verbs with pronoun objects by referring to the *LDOCE* to see whether a given phrasal verb is **v adv** or **v prep** and remembering that separation is obligatory in the first case but not permitted in the second. No object means no problem. Nor is there a problem if the phrasal verb has three words. As the chart shows, only one out of four categories requires separation with pronoun objects. Any memorization of separable/non-separable outside of this category is counter-productive. A student who is unsure whether or not a verb is transitive can consult the dictionary.

As for the vocabulary problem, ESL/EFL students should realize that this is where most of their attention should be focused: on learning the meanings of these semantic units and, then, using them when the communicative situation arises. The fact that most phrasal verbs have separable entries in the *LDOCE* is certainly a help, as are this dictionary's exceptionally clear definitions.

What seemed like utter confusion has thus been **cut down to** four categories which easily **tie in with** the labels of the *LDOCE*. All the non-native speaker needs, then, is the knowledge of how to use the *Longman Dictionary* and a willingness to **pick up** new vocabulary.

SORTING OUT PHRASAL VERBS—with help from the Longman Dictionary of Contemporary English

	Column 1*	Column 2	Column 3
Row A	Míralo. Búscalo.	Look at it. Look for it.	verb + preposition combinations marked **v prep** in *LDOCE*
Row B	Sopórtalo. Repaso el francés.	Put up with it. I'm brushing up on French.	three-word verbs marked **v adv prep** in *LDOCE*
Row C	Recógelo. Bótalo. Préndelo. Apágalo.	Pick it up. Throw it away. Turn it on. Turn it off.	transitive two-word verbs marked **v adv** (T) in *LDOCE*
Row D	Me levanté. Regresé. La lluvia disminuyó.	I got up. I came back. The rain let up.	Intransitive two-word verbs marked (I) in *LDOCE* (may be **v adv** or **v prep**)

*Spanish is used for illustrative purposes only

INTERNATIONAL EXCHANGE

COUNTING THE COST OF TESOLING INTERNATIONALLY

February 12, 1983. I have just emerged from budgeting my trip to the forthcoming TESOL convention in Toronto, and I'm suffering from shock, a shock which, I'm sure is shared by many TESOL members who have considered going to the convention.

However, I'm not complaining; I'm going. I love TESOL and I wouldn't miss the convention even though it will cost me more than a month's wages. But I know plenty of people who aren't going because a month's salary or more is an expense which is quite out of the question. I am one of the lucky ones, but what can we do to help those other TESOL members who are not so fortunate? I feel that there are two types of answers to my question: the first has to do with TESOL; the other concerns self-help.

Since the types of help that TESOL can offer will undoubtedly be discussed at some length at TESOL/Toronto, I will reserve for the June *Newsletter* a full report on the outlook for help from TESOL, concentrating here on self-help.

Realistically speaking, it is probable that there is relatively little that TESOL can do to ease the problem of convention expense, so it is not too early to begin to discuss the areas of self-help as a major solution to the expense problem. Part of the solution lies in the increasing vigour of each international affiliate and in the increasing number of conferences and workshops each can organize. An option, one which I have already argued strongly for, is the formation of TESOL regions which could hold their own regional conventions annually. Perhaps a Euro-TESOL conference will be possible in 1984. Hopefully such a conference would be able to attract some major speakers from North America without having to pay them expenses. Another — and much smaller scale — solution is for regions to work together on a "speaker circuit," arranging for someone on TESOL's list of speakers to tour a circuit of neighbouring TESOL affiliates, thus spreading travel costs and expertise more widely. However, if other TESOL affiliates have a budget like that of TESOL Scotland, it would again be necessary to turn to TESOL for help with this. A less expensive alternative would be for TESOL to assemble a list of "local" speakers, i.e., speakers recommended by TESOL who live and work within the region and would be willing to speak for expenses only.

Within all this, there remains the need to maintain the idea of one international TESOL organization, which cares about and unites teachers of English to speakers of other languages everywhere. What we do must add to, — not detract from — TESOL itself. The value of TESOL lies in its variety, its ability to adapt and absorb, in its appeal to different people and its responsiveness to needs. It is these qualities which make it certain that ways will be found to make the best of TESOL available to many more people.

Liz Hamp-Lyons
Institute for Applied Language Studies
University of Edinburgh
21 Hill Place
Edinburgh EH8 9DP
Scotland

FLINDERS AND COURIS HEAD UP *NEWS BULLETIN* IN EUROPE

As the number of TESOL affiliates in Europe and the Mediterranean region grows, an expressed need has been voiced for a newsletter which will communicate basic information about organizational matters. Thus, *TESOL-Europe/Mediterranean News Bulletin* made its appearance in November 1982 with Steven Flinders (Paris) and Lilika Couris (Athens) as co-editors. The first issue was mailed to representatives in England, France, Germany, Greece, Ireland, Israel, Italy, Scotland and Spain as well as to TESOL.

Our best wishes and congratulations to the newest of TESOL affiliate newsletters! — Editor, TN

LEXICOGRAPHY CONFERENCE

The International Conference on Lexicography will be held September 9-12 at Exeter University, England. For full information, write to: Dr. Reinhard Hartmann, The Language Centre, University of Exeter, Queen's Building, Exeter, Devon EX4 4QH, England.

From Regents

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LETTERS

UPDATE ON ESL IN TEXAS

September 10, 1982

To the Editor:

The letter from Mr. Robert Tipton (*TN*, August 1982, p. 17) seeking to point out "certain inaccuracies" in the article "ESL: Now It's the Law in Texas" (*TN*, April 1982, p. 1 ff.) affords me the opportunity to bring to the attention of the membership of TESOL an up-date on ESL in Texas—or what has happened to further the cause of ESL certification/endorsement since the publication of that article.

First I will address some of the statements that Mr. Tipton makes in his letter and then I will address the matter of an up-date:

1. The second paragraph of Mr. Tipton's letter suggests that an inaccuracy exists in the statement that bilingual education is only required from kindergarten through the third grade. This is a misinterpretation of the intent and substance of our statements, and we would like to make ourselves clear once again: what Mr. Tipton failed to read was that we (p. 3) listed the effects of Texas Senate Bill #477 by citing from that bill: "Bilingual education [is required] through the elementary grades."
2. As his second point Mr. Tipton lists the six components of the undergraduate bilingual teacher education program, as did we but in greater detail. Our information was obtained from the Division of Teacher Education (Texas Education Agency) in a memorandum entitled "Teacher Education Program Requirements for Bilingual Education Certification."
3. As we indicated, the 24-hour program for the endorsement of bilingual teachers is designed for the "experienced" teacher but one who has not actually taught in an approved program. The 12-hour program is designed for the teacher who has had at least "one year of successful classroom teaching experience in an organized/approved bilingual education program." Mr. Tipton failed to mention that the candidate for the 12-hour endorsement must be examined for "oral and written proficiency in the language of the target population. . . ."

The intent of our article was to chart the progress of ESL certification/endorsement in Texas, and our intent now is to summarize what has transpired since its publication.

1. In July 1982, the 5th U.S. Circuit Court of Appeals "reversed" the *Memorandum Opinion* of U.S. District Judge William Wayne Justice. Judge Justice's opinion would have required the State of Texas to provide bilingual education in all grades of the public school system. The 5th Circuit Court of Appeals argued, however, that "Oral arguments and an exhaustive canvass of the vast record have convinced us that the factual underpinnings of the proceedings below were too severely flawed to serve as the basis for the truly momentous decree of the trial court—one that affects the education of every student of limited English-speaking ability in the State of Texas"; therefore, "We reverse." (*San Antonio Express*, July 13, 1982, p. 1).
2. Texas Senate Bill #477 requiring bilingual education in the elementary grades and ESL in the secondary grades remains in effect, however. But events have taken place which might serve to compromise or even seriously weaken the intent of the law. Instead of the 24-hour requirement for ESL teachers advocated by the TEX-TESOL Affiliates, only a 12-hour endorsement was approved by the Texas State Board of Education. The 12-hour endorsement is designed both for the experienced teacher and for the prospective teacher who student taught in ESL. In effect, then, the result of the 12-hour endorsement will be to provide ESL classrooms with teachers who have had only the minimum number (if that) of courses recommended by TESOL (see the ***TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States***). Optimistically, it is a start and one-half of a well-prepared ESL teacher is better than one with little or no preparation.
3. The 12-hour ESL endorsement program was passed by the Texas State Board of Education; but in a curious interpretation of the law the State Board proposed an amendment to the State certification law which will permit teachers with a bilingual education endorsement to teach ESL. The State Board of Education also agreed to "permit teachers assigned to teach English as a second language during the 1981-82 school year to continue in the assignment when specifically requested by a local school district without having to meet additional requirements" (State Board of Education *Report*, Texas Education Agency, June 12, 1982). The effects of the above will be commented upon below.

Where are we today, all things considered?: the good news is that ESL is the law; the 12-hour course requirement is mandated (fewer hours than what we had asked for but more than we had at this time last year); programs to prepare ESL teachers are being put in place in various colleges and universities in Texas. The bad news is that any 12-hour program provides only minimal academic preparation, and the proposed amendment of the State Board of Education may serve to keep unprepared ESL teachers in the classroom, make further academic preparation seem unnecessary and unattractive, and, more important, may also prevent prepared teachers from finding jobs.

Curtis W. Hayes
College of Social and Behavioral Science
University of Texas at San Antonio
San Antonio, Texas 78285

REGIONAL MEETINGS SUPPORTED

December 4, 1982

To the Editor:

I would like to support the idea . . . that an emphasis should be placed on regional meetings. An analysis of the statistics [of the 1982 convention in Honolulu] published in the newsletter indicates that over a quarter of the US participants came from Hawaii. I am sure Hawaii has many fine programs, but it does not represent one-quarter of what is going on in TESOL today. If you add in participation from other West Coast states, it becomes apparent that, in fact, the annual meeting was a rather large regional meeting. Moreover, if ESL teachers are as underpaid as recent articles in this newsletter have indicated, it seems contradictory to schedule long, expensive conferences that drain the limited resources of all except those who receive travel funds. If TESOL is going to persist in putting most of its energy into these conferences, then it should at least organize the sessions around topics with a number of speakers. This would make for more interchange (and more argument) than presently goes on as well as saving the convention-goer endless running between meetings.

Joel Bloch
University of Nebraska at Omaha
Omaha, Nebraska

CORRECTION ON CILT

September 28, 1982

To the Editor:

May we correct a small factual error in Gomes de Matos' interesting paper in *TESOL Newsletter*, Vol. 16, No. 4, 1982, p. 29?

The Centre for Information on Language Teaching and Research is not part of the British Council, but a government-funded independent educational charity. Its function is to collect and co-ordinate information about all aspects of modern languages and to make this information available for the benefit of education in Britain.

Under an agreement with the Council of Europe, CILT collects information on *research* in languages, including EFL, and co-ordinates a network of centres nominated by European governments to exchange such information. CILT also accepts the language problems of ethnic minorities within its area, including their learning of English as a second language and the development of their mother tongues.

The work of CILT is complementary to that of the British Council, which is concerned with similar services for English as a foreign language (EFL) abroad or to students temporarily studying in Britain. These services used to be performed by the English Teaching Information Centre (ETIC). ETIC was recently abolished as part of a more general reorganization of the EFL activities of the Council. Many ETIC functions are now performed by the Council's Central Information Service (CIS) and the English Language and Literature Division (ELLD). None of these have been taken over by CILT.

The Language Teaching Library, which maintains an extensive reference collection (25,000 volumes and 400 journals) on languages, linguistics and language teaching, is jointly maintained by CILT and the British Council and is open to teachers of modern languages and EFL from Britain and overseas during working hours, Monday-Friday, as an open-access public library.

J L M Trim
Director, CILT
20 Carlton House Terrace
London SW1Y 5AP

CANDIDATES' VIEWS ON ISSUES NEEDED ON BALLOT

December 23, 1982

To the Editor:

I recently received my TESOL ballot, including biographic information on the various candidates. I was, as always, very impressed with the academic accomplishments of the candidates and their academic qualifications.

I was also, as always, disappointed that no information was given concerning their views of the issues confronting ESL teachers today. As more and more of our members are either forced out of the field or into inadequate positions because of various budget cuts, it would be interesting to know what opinions the candidates have concerning these more immediate bread and butter issues. The days when TESOL was a small organization of tenured university faculty are long over, and I think it would be useful for the administration to address itself to nonacademic as well as academic considerations.

George Galamba
Sysorex Institute
10590 North Tantau Avenue
Cupertino, California 95014

Continued on next page

Continued from page 21

ESP FOR THEOLOGY

September 24, 1982

To the Editor:

. . . as an instructor training students who are studying theology and Bible-related subjects, I am very interested in knowing whether or not there are any ESP or ESL materials written for this area of study. Any help or suggestions from your readers would be greatly appreciated.

Connie R. Kingsbury
Life Bible College at Los Angeles
1100 Glendale Boulevard
Los Angeles, California 90026

INTERNATIONAL COLUMN ON TARGET

December 9, 1982

To the Editor:

In support of Liz Hamp-Lyons' point-of-view, I would like to say that she is quite right about the necessity and importance of an international column in *TN*. I also agree with her on the issue of regional conferences. I would love to have attended the conference in Hawaii, but I could not afford the fare on the salary I was making in Jamaica. Not only that, it was just too much for such a short period.

Yvonne A. Anderson
Montréal, P.Q.
Canada

EXCHANGE OF ENGLISH AND JAPANESE TV PROGRAMS SOUGHT

To the Editor:

I'm a member of JALT, teaching English to both children and adults. I'm looking for someone in the States with whom to exchange TV video (VHS) programs — children's programs, cartoons, soap operas, educational programs, etc. I, in turn, would tape Japanese programs for them.

I would appreciate it very much if you could put me in touch with someone who would be interested.

Luke McMahon
c/o Shibata
1-19-5 Minami Aoyama
Minato-ka, Tokyo 107,
Japan

A RESPONSE TO TIMOTHY ROBINSON

February 16, 1983

To the Editor:

I congratualte Mr. Timothy Robinson (**Letter**, *TN* Dec. 1982) on never having felt exploited in eight years of teaching EFL. Either his situation is a most unusually good one, or he is adequately aware of the problems which face many EFL professionals.

Mr. Robinson makes a very good point when he states that much discrimination or exploitation perceived as directed towards EFL/ESL teachers should better be seen as discrimination against education in general and part-time teachers in particular. It is certainly true that problems such as low pay, lack of job security, and lack of professional or personal benefits programs apply to many part-time teachers, whether in EFL or French or art. Insofar as this is the case, what this tells us is that EFL part-

Continued on next page

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LETTERS

Continued from page 22

time teachers should seek strong unions and other associations with other groups having mutual interests and concerns. It cannot be coincidence that the group of EFL professionals with the highest overall salaries and benefits, as reported in the February *TN*, are public school teachers, the only widely and effectively unionized group. However, I still believe that there is a basic flaw with his analysis.

EFL is still not, in many places, recognized as a real profession requiring specialized training. The attitude that any person who can speak English can teach it is still at work and contributes to the policies of hiring non-professionals, or people with no EFL training, e.g., hiring people with a background in English literature to teach non-native speakers English composition, or asking geography and history teachers to add an EFL course in their spare time. Moreover, the non-recognition of the basic importance of language skills for other subjects leads too many administrators and others to regard EFL courses as a frill, and at least in some places has led to a disproportionate percentage of EFL teachers being let go compared to other fields, even when potential enrollment is high. I strongly agree with Mr. Robinson that careful research needs to be carried out to determine how extensive and important this phenomenon really is.

However, Mr. Robinson's recommendations on what to do in an unsatisfactory job situation seem naive and even insulting. To say that "some research into the situation could usually at best [sic] explain the situation and perhaps offer suggestions as to how to alleviate a problem" indicates that Mr. Robinson's colleagues and administrative superiors have been unusually cooperative. To say that if this proves impossible, one would be better off "finding a new job and crossing [the old one] off as a bad work experience, rather than a professional problem" is being insensitive both to the situations and to the people involved in them.

First of all, if teachers, or any other exploited people, leave a bad situation and do not fight, that situation will not change. Furthermore, it is more likely than not that other available situations will have many of the same problems. Secondly, other jobs are hard to find. The current recession, and particularly the specific cutbacks in governmental language training programs, has made many school boards and other institutions cut back their services. Guided by the attitude towards EFL described above, it is clear that in some institutions, at least, the axe has fallen more severely on teachers in EFL than in other areas. Again, it is indeed difficult to extrapolate from a few specific situations to an overall problem, but this possibility cannot be ignored. The number of EFL jobs available to apply for is particularly small if you are tied to a particular locality. Of course, this affects any job-seeker, but in referring to Mr. Robinson's advice to simply give up a bad job, either Mr. Robinson is footloose and fancy free, or he has a remarkably flexible and understanding family. For those with families to support or with a spouse who has a good job, for those tied strongly into their communities, the question of job mobility is not so easy. Coupled with general job insecurity and the lack of readily available jobs, most people would choose, understandably, to hang on to what they've got.

On the specific problem of the advertisement for the teaching position in the People's Republic of China, Mr. Robinson states that the financial remuneration was unacceptable. I don't know how much this actually amounted to, but a closer examination of this type of case would put it in some perspective. On the specific question of salary, Mr. Robinson may have been hired previously to teach in countries where the resources available for education have been substantial, and where the country could afford to spend large amounts of money on salaries and other benefits such as tax exemption and travel expenses. Not every developing country has vast holdings of foreign hard currency because of a particular advantage such as oil sales. Many developing countries do not have the resources to pay foreign teachers salaries which are large or even equivalent to U.S. levels; in some cases, the foreign teachers are already getting paid more or receiving more benefits than the local teachers. As for moving expenses, while some universities in the U.S. and overseas do offer to pay moving or travel expenses for new faculty, many more do not, especially for non-permanent positions at low ranks. And what about exchange positions? What about those who would like to participate in this but who do not have a secure position to offer in return?

As Mr. Robinson himself states, he values the amount of time his job leaves him free and the amount of travelling he has done in connection with his teaching. Why is he surprised that other people should feel that this is a valid consideration for them as well? China is perhaps the best example of the travel benefit bonus of teaching EFL. It is still not a country where one can just roam around the countryside as an interested tourist or itinerant EFL teacher. Many people would appreciate the special treatment and opportunities they have while working there. (In light of the question of discrimination, it would be interesting to find out if foreign teachers of other subjects recruited under similar programs are treated equally.) In addition, overseas experiences, not least in China, can certainly be parlayed into a career springboard back home.

People are, I think, reluctant to criticize foreign institutions or national policies. There are other areas besides salaries that one might complain of abroad: sexual or racial segregation, working conditions, large classes, lack of certain facilities, or just differences which are hard to adjust to. But when you go overseas to teach, you are a visitor and a learner, as well as a teacher and professional, and other factors besides salary must be taken into consideration. Most people start with what they know about; there are plenty of advertisements for EFL positions in the U.S., for example, which require overwhelming teaching, administrative, testing, and development duties for faculty, at low salaries, under poor conditions, and with no moving expenses or benefits.

I am not for one moment advocating that EFL professionals should sell themselves short. I fervently support the call for more research on the quality of working conditions in EFL and the recognition of common problems that we have with other professionals. But I would not like to see our real needs and real problems dismissed as foolish.

Lise Winer
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AFFILIATE/INTEREST SECTION NEWS

NNETESOL EXECUTIVE BOARD INSTALLED AT NOVEMBER MEETING

Northern New England TESOL announced election results at its annual fall conference on November 5-6, 1982. They are **Jane Grover**, president; **Mark Ankarberg**, president-elect; **Denise Ankarberg**, secretary; **Diane Dugan**, treasurer; **Susan Jenkins** and **Ann Remus** New Hampshire representatives; **Mavis Thompson** and **Gloria LaChance**. Maine representatives; and **Anne Benaquist**, newsletter editor. The address of NNETESOL is 5 Grant Street, Keene, New Hampshire 03431.

LIVING UNDERWATER IN MINNETESOL

Elaine Tarone, in her luncheon speech at the MinneTESOL Fall conference, challenged ESL professionals to survive through the "flood" of hard times. As the ESL situation becomes ever more serious, two options are left to those in the job market. Some are leaving the profession and others are choosing to stay in ESL under increasingly unfavorable conditions. Many ESL teachers are teaching larger classes, with cutback hours, or for no pay. "Making do with existing resources is sort of like treading water," Tarone remarked, "Eventually, it becomes tiring."

Consequently, ESL professionals are seeking new resources. There are efforts to restore federal funding, or create new funding sources to support the ESL programs that were cut. But others are broadening the scope of ESL itself. "I see some extremely creative entrepreneurs who have been able to see a related need in the wider community, develop a product to meet the need, and then sell the product to companies who need it." They are redefining ESL, producing materials which exploit new technology, developing cross cultural workshops for business persons working overseas, doing ESL related "training and development" for employees, and teaching English for Special Purposes.

MinneTESOL, states Tarone, needs to support both the individual members and the profession at large in this venture. MinneTESOL should educate and assist the individual members to consider a wider range of professional options and support the choices of those who have left the field. As a professional organization, MinneTESOL should continue to advocate legislative support for federal programs. "MinneTESOL, too, should be flexible in pursuing all possible options for funding ESL instruction." It should lead the way in making the ESL profession more visible. It could approach private sources for funding and train its members to become more self-reliant in seeking funding. "We must", she ends, "not only learn how to live underwater, but thrive there."

— from *MinneTESOL Newsletter*, Winter 1983

NETWORK ON WRITING RESEARCH AND METHODOLOGY

As a result of the rap session on March 16th on "Teaching Composition" at TESOL/Toronto, a network of people interested in writing is being formed. All TESOL members who are interested in writing (research, methodology, program administration/operation, etc.) please send your name, institutional address and phone and areas of interest to: Tim Robinson, St. Edward's University, Austin, Texas 78704, U.S.A. Suggestions on the possible uses of this network are also welcome. For example, the development of a *Writing Program Directory* is currently being explored. Developments will be announced in the *TN* as they occur.

SPEAQ TO HOLD SPRING MEETING

SPEAQ (Quebec) will hold its eleventh annual conference in Montreal, at the Queen Elizabeth Hotel, Wednesday evening June 15 to Saturday noon, June 18, 1983. Plenary speakers will include Tom McArthur, Donn Byrne and John Rassias. For further information contact: SPEAQ '83, 2121 St.-Mathieu, Suite 1902, Montreal, Quebec, Canada H2H 2J3.

MATSOL PLANS DEMONSTRATIONS ON VIDEOTAPING AND COMPUTER-ASSISTED INSTRUCTION

MATSOL will hold its annual Spring Conference at Northeastern University in Boston, on April 29 and 30, 1983. Ann Raimes and Mary Hines are scheduled to be the plenary speakers, and a wide range of presentations is planned, including demonstrations on videotaping and computer-assisted instruction in ESL. Contact: Paul Krueger, 206 BY, Northeastern University, 360 Huntington Ave., Boston MA 02115.

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REVIEWS

Edited by Ronald Eckard
Western Kentucky University

COMMUNICATION SKITS

by Nina J. Weinstein. 1983. Prentice Hall, Inc., Englewood Cliffs, New Jersey 07632. (122 pages)

Reviewed by Nancy Giles
Hunter College, CUNY

There's a young woman from the West Coast who's been making quite a splash with some new and innovative listening comprehension and conversation materials suitable for an intermediate or advanced class. She's Nina Weinstein, formerly of the UCLA Extension, and she's recently brought forth her second publication entitled, ***Communication Skits: Featuring Conversation Exercises, Practical Vocabulary, and the ESL Game.***

Communication Skits could be used as a follow up to her first publication, ***Whaddaya Say?*** (Culver City, CA: ELS Publications, 1982) which is a step by step introduction to reduced forms in spoken English. It is accompanied by a tape and allows the student to isolate and identify the reduced form in the context of a relaxed, informal dialogue. ***Communication Skits*** then offers the student a chance to verbalize his own feelings on a given topic while providing the student with structure, practical vocabulary, common idioms and insight on various aspects of American culture which relate to the topic.

Each chapter in the book contains three skits based on a similar theme. Each skit is followed by comprehension questions and an introduction to the new vocabulary. This is then followed by a section entitled, "Communicating Your Feelings" in which students work in pairs with controlled exercises enabling them to express themselves on issues raised in the skit while incorporating the new vocabulary or phrases introduced. There are also added features such as sections on inflection for the student to practice communicating various emotions with the same phrase, and sections on cultural notes based on the material from the skit. Helpful hints on how to introduce the skits and work through each section of the material are offered by Ms. Weinstein in the preface of the book.

At the end of each chapter, there is a review of all new vocabulary and idioms in the form of a game to be played in class and on teams. Clearly stated rules are provided in the book as well as the boldly typed game cards. The game is similar to "Password" as students provide synonyms and antonyms to teammates who must try to guess the word within a certain period of time. As can be imagined, it's fun and fast moving.

The skits themselves are often humorous and all are thought provoking. One such skit takes place in a restaurant and is the story of how a group of friends, three Japanese and one American, become highly confused through their misinterpretation of Japanese and American body language gestures, including one common hand gesture used to beckon another individual in the United States, which is seen as an obscene gesture in Japan. It also highlights the Japanese "Yes, I don't." response. When the American says to his Japanese friend, "You don't want another cup of coffee, do you?" his Japanese friend nods "yes" meaning, "Yes, you're right. I don't want another cup of coffee." When the American orders another cup of coffee for his friend, the confusion begins.

I reviewed this chapter with a Japanese doctor whom I tutor privately. He not only verified the information in the skit, he admitted avoiding confusion with the "Yes, I don't. No, I do" responses by answering his American colleagues in complete sentences. We then went over the section on restaurant etiquette in the United States, and from this student's response, I realized that Nina had isolated fourteen common modes of American restaurant etiquette which were either totally opposite or nonexistent in Japanese culture. Although I had formerly prided myself on having insight on Japanese culture, I found I still had a great deal to learn.

Other chapters contain skits on the problems of buying a used car and dealing with pushy salesmen, how to behave and what to say in taking a job interview followed by a skit presenting the opposite, the problem of taxes eating away one's paycheck, and the roles of men and women in society. The skits come to life thanks to the creative illustrations of Don Robb and lend themselves easily to effective role playing.

I found the materials very easy to use when I first experimented with them in the Harvard summer program of intensive ESL at the author's request. Ms. Weinstein and I were both instructors there in the summer of '81. I was teaching an advanced class intensively for eight weeks and needed some appropriate materials for listening comprehension and improving verbal skills. I borrowed Ms. Weinstein's tape of the 1980 Carter-Reagan presidential debate along with the text from which words had been progressively deleted. (Ms. Weinstein has a collection of 93 such tapes, each with the listening comprehension materials she has devised.) After a brief review of reduced forms, the class began working with the tape.

The students were completely fascinated by the tape and materials which not only improved their aural comprehension, but provided an abundance of useful vocabulary as well as insight on current political issues in the United States and abroad. After finishing the tape, we then moved comfortably to a skit from *Communication Skits* entitled "Men and Women in Jobs—A Debate."

In this skit there are five parts for the students to take. There are two members of Team A, two of Team B, and a moderator. The topic of the debate is whether or not women and men should be paid equally for equal work. This skit follows the same format as the other skits with carefully planned exercises, so the students needed very little guidance to work easily in pairs at their own pace. They became very caught up in the discussions among themselves, particularly in the final exercise which asked them to decide what would be justifiable salaries for certain professions. I then divided the class into two groups. Each group had to decide on a topic to debate, divide themselves into two opposing teams and choose a moderator. I allowed them to work and organize themselves both as a group and as separate teams. The students spent a few days preparing their debates and then presented them in class. They were logical, informative and convincing. Caught up in the spirit of competition and teamwork, even the shyest students spoke clearly and unhesitatingly. The debates were then followed up by argumentative essays based on their topics.

It appears then, that as a text or supplement to an intermediate conversation class or an intensive multiskilled program, *Communication Skits* allows the student to become actively involved in the language and enjoy himself while gaining cultural insight and self-confidence in expressing himself.

THE NON-STOP DISCUSSION WORKBOOK

by George Rooks, 1981. Newbury House Publishers, Inc., Rowley, MA 01969 (131 pages; paperback only, $4.95)

Reviewed by Bill McCauley
University of Colorado, Boulder

The Non-Stop Discussion Workbook is designed to encourage intermediate and advanced students in the ESL classroom to talk-and talk-and talk! It consists of 30 units, each containing a problem which the students are to solve. The problems range from seemingly trivial decision-making processes to life-or-death situations. Since it would be impossible for all 30 units to be covered in one normal-length term, the teacher has the opportunity to select the units that s/he thinks will work best with the class.

The problems are presented in three parts: READ, in which background information is given in about one paragraph describing the situation; CONSIDER, in which the students are given extra hints and/or instructions to guide them in their discussion; and DECIDE, in which the students must come to a decision which will resolve the problem. It is unfortunately not possible to cover all of the units here, so four of the most challenging units which have repeatedly proved successful in the classroom will be described.

Unit 1 is entitled "Starting a New Civilization." The situation is that a nuclear war has taken place. Only six of ten people can survive by being flown to a radiation-free island. The students are given a partial description of the ten people, and they must decide who to send to safety and who to let die. A man of religion? The male homosexual doctor? The female singer? The female alcoholic agricultral scientist? The students are indeed faced with a motley group, and the conversation (often quite heated!) takes many interesting twists and turns.

Unit 12 is called "The Fifteen Most Important People in History." A group of friendly space-beings has just landed on Earth, and they would like to learn about Earth's culture. The students are to decide on the fifteen people of the last 4,000 years who have had the greatest impact on human culture. They are provided with a list of names to get them started. This may seem tame compared to Unit 1, but experience has shown that many students take it quite seriously and become very excited and agitated during the debate.

Unit 16 asks the students to "Devise Acceptable Standards for Movies and TV." They are asked to decide if obscene language, violence, nudity, and sex should be presented on TV, and, if so, how much, when, why, etc. As can be imagined, students with different cultural backgrounds will respond differently to this problem, and the discussion can become stimulating and informative as various students describe various social standards in their own countries.

Continued on page 28

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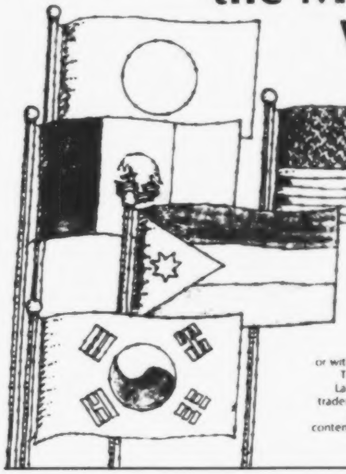

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THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

It seems appropriate to follow the previous *Standard Bearer* column which reported the international survey of employment conditions with this one which reports on employment conditions in China. Teachers planning to teach in foreign countries need to realize that developing nations such as China have different ways of doing things; therefore, they should expect frustrations such as those mentioned in the article whether going to Korea or Nigeria, for example, or China. What follows, according to several teachers who have taught in China, accurately represents the situation there.

EMPLOYMENT CONDITIONS IN CHINA: A SURVEY

by Gail Gray, Helena Hensley and Patricia Sullivan

Over the past four years, as China has placed an increasing emphasis on the learning of English, the number of foreign English teachers invited to teach in China has increased. With this increase, there have also been many articles from returning English teachers on China's language teaching policies, teacher training, and individual working and living conditions. We have found, however, little information about employment conditions in general for foreign teachers working in China.

As English teachers in Shanghai during 1981-82, we did a survey of EFL teachers in order to get information to describe employment conditions in China. The survey we used was an adapted form of the 1981 Employment Survey published in the TESOL Newsletter. The main areas covered by our survey were teacher qualifications, job descriptions, employment contracts, and teacher expectations. We collected information in these areas to answer the following questions: 1) What are the qualifications of foreign English teachers in China? 2) What do contracts specify? 3) What responsibilities do English teaching jobs entail? 4) Are the expectations of foreign teachers being met after they begin living and teaching in China?

Contacting the estimated 150-200 teachers spread over China proved to be the most difficult part of the survey process because there was no comprehensive list of English teachers, their schools or locations. We mainly relied on information from consulates and our contacts with teachers we knew in other cities in China to assist us in our distribution of 150 surveys.

Of the 52 returned surveys, more than half came from Beijing, Shanghai, and Guangzhou. The average age of teachers was 35, with a majority being women. Most of the major English-speaking countries (U.S.A., Canada, Britain, Australia, and New Zealand) were represented in the sample.

When we compared the educational background and experience of these foreign English teachers with earlier reports (Cowan 1979), we found a dramatic improvement. Seventy five per cent of the respondents reported that they had advanced degrees in ESL, English, or linguistics. In addition, 65% had had up to five years teaching experience, while 36% had had at least six before going to China.

One of the most important factors affecting employment are contracts and the terms they specify. Although 95% of the teachers surveyed answered that they had a contract or letter of appointment for an academic year, calendar year, or longer period of time, comments from individual teachers indicated that these contracts were a source of frustration. Part of this frustration was that often, even when certain items were specified in contracts, negotiation was required to receive the stated items. The location of the teacher also played a role in the degree of difficulty with contracts. Those who were living at a distance from one of the three major cities, and therefore had less contact with other schools and foreign teachers, encountered more difficulties with their contracts.

The average salary of all teachers was between 400 and 700 renminbi (U.S.$232-$406) per month. Although most teachers said that their salary was primarily based on their educational background and years of experience, 19% said that there were no fixed guidelines to determine their salaries. There are guidelines for English teachers hired through the Foreign Experts Bureau which set the teacher's basic salary according to his or her home country position; however, comments from respondents indicated that because of change in contracts and government policies, there was often a discrepancy in salaries among equally qualified teachers doing the same work at the same institute.

A related question concerning contracts dealt with criteria for rehiring beyond the first year. Half the respondents said that reappointment was based on performance ratings. The other half said that they did not know what criteria would be used to determine a person's acceptability for reappointment. Regarding the possibility of early dismissal and nonrenewal of contracts, 15% said that their employers were not required to state reasons for dismissal, and 44% said that they did not know what procedure would be followed in the case of early dismissal. Thirty-five per cent said that no grounds for nonrenewal of contract need be stated, and 45% were not sure what policy would be followed if their contracts were not renewed.

The area of work that received the widest range of responses was the amount of time spent in the classroom and the amount of time spent in job related work outside the classroom. The number of hours teachers spent in the classroom ranged from 6 to 22 hours, with 60% of the responses indicating 10-15 hours per week. For the time spent outside the classroom, responses varied from 1 to 40 hours per week, with the average amount of time ranging from 15-20 hours per week. Since teachers averaged more working hours outside of class than in, it is significant to point out that more than half of them were not given an explanation of their nonteaching duties either in their contracts or in a department job description.

Teachers indicated that their nonteaching duties involved class-related activities (lesson preparation, curriculum development, working with students) more than activities involving their departments or other Chinese faculty members. Although responses to the question of teachers' meetings indicated that half the teachers attended meetings, additional remarks showed that attendance at faculty meetings depended on the type of English program. For instance, in the English language programs under the guidance of UCLA, where Chinese teachers were being trained to take over the teaching of all courses in the program, Chinese and American teachers met weekly. In other institutes where courses taught by foreign teachers were treated separately from the rest of the English program, foreign teachers were not invited to weekly teachers' meetings, even if their courses were the topic of discussion. For many foreign teachers, this situation, which increased separateness between the Chinese and foreign faculties and made their involvement with the whole department difficult, was another cause of frustration.

When teachers were asked about the availability of resource texts in their libraries, 80% responded that their institutes had some material. They also commented, however, that these materials were often limited and dated. Furthermore, only 38% of the teachers indicated that their students had full access to library materials, and 27% said that their students had no access. Forty-two per cent of the teachers said their institutes provided textbooks. When books were not provided, 69% said that they were expected to generate their own materials, though only 21% said that they had guidelines for developing a curriculum. When asked about support for research or preparation of materials for publications, 50% said that there was no support. Of the other half, 23% said that they could use supplies or equipment from the school.

In order to provide additional information on specific areas related to employment in China, a section of the survey asked respondents to compare their current living and working conditions with their expectations before arriving in China. There were 12 areas: 1) number of students responsible for, 2) level of students, 3) work load, 4) availability of resource materials, 5) handling of contractual details, 6) fringe benefits, 7) health care, 8) opportunity to travel, 9) level of Chinese faculty, 10) relationships with Chinese people, 11) opportunity to learn Chinese, 12) living conditions.

The results show that in the first 8 of these 12 areas, the highest percentage of responses fell in the category "as expected." This indicates that the information many teachers received before going to China was high in accuracy, though, of course, it doesn't indicate satisfaction or dissatisfaction. In areas 9 (level of Chinese faculty), 10 (relationships with Chinese people), and 11 (opportunity to learn Chinese), the highest percentage of responses fell in the category "below expectations." This lack of opportunity to learn Chinese and associate personally and informally with Chinese people dramatically affected the experience of many teachers. The category which rated the highest as far as being "above expectations" was living conditions. We can assume that those people had lower expectations of what their residences would be like, and were pleasantly surprised by their quality.

In addition to the information asked on the questionnaire, almost half of the responses added comments. Though this information is subjective, there were enough comments expressing similar opinions that we feel the results are an important addition to the survey. We summarized the comments, and grouped them into four categories.

Contracts: a) Insist on seeing a copy of your contract before going to China. b) Terms of the contract may be vague, and you may be asked to do more than your contract states. c) Prepare to negotiate to receive promised salary and benefits. d) If your spouse is planning to teach, negotiate contract terms before going to China. 3) Reimbursement for books, shipping, and travel expenses are possible, but sometimes difficult to get. Keep all receipts. f) The Foreign Experts Bureau has been cutting down on benefits. g) Nothing is binding.

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CHINA SURVEY

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Work Relationships with Chinese Students and Faculty: a) There is little or no contact with school administrators who make decisions affecting teachers' classes. b) Students and Chinese faculty are actively discouraged from contacting foreign teachers outside of class. c) Prepare for a faculty which which spends little time or energy on teaching. d) All department business is carried on in Chinese; foreign experts are excluded from meetings and policy decisions. e) Clear, straight-forward statements of policy are hard to come by. f) Grades are changed by the administration if they don't conform. g) Don't try to be "Chinese," but try to understand Chinese learning styles. h) Students work hard and are enthusiastic; they are the teacher's main source of pleasure.

Personal Relationships with Chinese: a) It is difficult to development close relationships with Chinese people; the government discourages contact. b) As a foreigner you are regarded with suspicion, but you can develop contacts and friends if you move slowly, informally, and cautiously. c) Chinese students and teachers are often reported for making visits to a foreign teacher's home.

Pre-departure Preparations: a) Bring a manual typewriter and a variety of novels, short stories, tapes of plays and songs, slides of your home/city/shopping, blank tapes, a variety of magazines, and other realia. b) Before sending materials, ask for detailed information on what the department already has. c) Be prepared to give lectures on American culture and teaching methodology. d) Have a knowledge of Chinese language and culture.

This survey, taken during February 1982, reflects some of the conditions and some of the frustrations of working in China. Most teachers were unexpectedly surprised by the quality of their living conditions, but frustrated by the lack of opportunity to associate informally with Chinese people. They spent most of their working hours on classroom-related activities, but felt separated from Chinese faculty members and departmental activities. The salaries were low in comparison to the U.S., and few institutes gave support for research. Library materials were limited, both in amount and in availability to students. In general, teachers received fairly accurate information about working conditions before going to China, but less accurate information regarding relationships with Chinese people.

REFERENCES

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Gottschang, Karen T. 1981. *China Bound*. Committee on scholarly communications with the People's Republic of China. Washington, D.C.

For further information about this survey including complete questionnaire responses and references, contact Patricia Sullivan, English Language Program, University of California Extension, 210 High Street, Santa Cruz, California 95060.

REVIEWS

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UNIT 27 is also extremely successful. In "What is the Appropriate Punishment?" students are given a long list of crimes ranging from disorderly conduct and slander to rape and assassination. Their assignment? To decide on suitable punishments for each crime for first and second offenses. The students also have the option of deciding that a certain act is not a crime at all, and in this vein the subject of prostitution always leads to a lively debate.

These discussion topics lend themselves well to small groups of four or five students. The teacher has many grouping options, depending in part on the subject at hand. For most of the units in the book, a multicultural group seems to be best, but for variety the teacher can divide the students along other lines: males and females of similar culture and/or language. In the following class session, after the small groups have reached and formulated their decisions, the various conclusions can be compared in one large circle discussion. This usually leads to still more energetic debate, and the sutdents learn to listen to the opinions of others as well as to present their own.

The teacher's role during the small-group discussions can be to circulate among the groups, encouraging the conversation and possibly supporting the less-vocal members of the groups. All the while the teacher can jot down any errors in grammar or diction made by the students and any vocabulary items which would help the students to discuss the particular unit being studied. This can also be done during the large-group discussion, and later, perhaps in the third session, selected errors and pertinent vocabulary can be written on the board and discussed.

All in all, the *Workbook* lends itself to a variety of approaches. It contains something for every possible group of students, and its main goal is to stimulate conversation in a no-nonsense way. The teacher looking for a book with vocabulary and grammar exercises, a tight structure, or long, thorough explanations of the task at hand should look elsewhere. The teacher interested in encouraging non-stop discussion cannot go wrong with this book. The only problem may be getting the students out the door when class is over.

Bill McCauley teaches ESL and is working on his Ph.D. in Linguistics at the University of Colorado, Boulder.

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COMMITTEE ON PROFESSIONAL STANDARDS FORMULATING GUIDELINES

In response to the increasing numbers of students at all levels with limited English proficiency, to the rapid proliferation of programs for such students, and to the uneven and often deplorable employment conditions of many of our members, TESOL's Committee on Professional Standards (CPS) has decided to recommend that TESOL develop and implement a system of improvement-oriented program self-regulation. As a first step in the development of such a system, the CPS is formulating a set of program standards which will address both the quality of programs and employment concerns. Within the TESOL membership, the development of such standards has been increasingly viewed as a necessary step for the organization to take.

In a meeting December 4-5, 1982, at Georgetown University, some subcommittee chairs of the CPS looked at responses that other organizations have made to similar situations. A specific, recent example, the National Association for Foreign Student Affairs (NAFSA) and the work of its Task Force on Standards and Responsibilities, served as a useful point of reference. Dr. Herbert Kells, who served as a consultant to NAFSA's Task Force, reviewed the work of their task force and the reasons for not pursuing an "accreditation role." He cited the cost and the complicated, time-consuming procedure in becoming an accrediting body, the legal implications, the necessity of a permanent secretariat for an accrediting body, and the fact that universities are inundated with special accreditors. After careful consideration of the implications of pursuing an "accreditation role" for TESOL, the Committee decided to recommend that TESOL approach program and employment standards through program self-regulation.

Such a system would involve carefully conducted program self-analysis based on TESOL-developed standards. The success of the self-regulatory system, it was felt, depended upon two crucial factors: 1) the endorsement of the system by a network of professional organizations, established accrediting and funding agencies and institutions within which ESOL programs function, and 2) the compatibility of our new system with already established systems. Much of what will be done must, therefore, be based on work that has been already carried out, including the wealth of existing materials developed by TESOL and other organizations and agencies on issues related to various aspects of ESOL programs. As the CPS currently views it, the self-regulatory system should include a mechanism for public recognition of institutions voluntarily engaging in TESOL's self-study program. Such a mechanism will be explored. The system may involve training by TESOL of a cadre of people who can provide assistance to those programs engaging in self-study. Means by which a program of self-regulation and improvement can be developed for different types of ESOL programs will also be considered.

The CPS adopted as its immediate goal the development of a workable discussion draft of core standards applicable to all ESOL programs by March 13, in time for the TESOL convention in Toronto.

Carol J. Kreidler, Chair of the Committee on Professional Concerns, will continue to guide the work of the committee in 1983-84. In addition, Professor Kreidler edits *TN*'s column on employment concerns, **The Standard Bearer.**

CPS MEMBERS

The members of the TESOL Committee on Professional Standards are listed below. Those who participated in the December 4-5 meeting are indicated with an asterisk(*). In addition, the following persons participated: James Alatis, Executive Director, TESOL; Darlene Larson, TESOL President, 1982-83; John Fanselow and Holly Jacobs, TESOL Executive Board members; and Consultant H. R. Kells, Rutgers University. TESOL members are urged to communicate their views on the work of the CPS to members of the committee.

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IT WORKS

Edited by Cathy Day
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"Getting To Know You" Through Questionnaires

by Ruth Shernoff
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Many teachers have used questionnaires the first day of class to get a profile of their students, but this activity need not stop there. Questionnaires can be taken one step further.

Students have a natural curiosity about each other but often are afraid to ask questions or do not know *how* to ask for information. Questionnaires are a way to get students to interact, to see how they are alike or different from each other, to give opinions, or to tell their life stories. For each questionnaire, students read directions, fill out the questionnaire, and add a few questions of their own (following the examples). They can work in pairs, exchange papers with another student to sometimes combine their partner's answers with their own into *one* sentence, and at other times to simply report about their partner to the whole class or in small groups. Here are some possibilities:

Questionnaire I: Tell Me About You (tenses/modals/yes-no questions) Make a list of yes no questions: for example, "Do you like classical music?" "Can you type?" Students check yes or no, exchange papers and report: "I like classical music but X doesn't." "X can't type, but I can." (Consider how many other ways this information can be combined.)

Questionnaire II: What Do You Think? (should/because clauses/passive). Make a list of questions beginning with **should:** for example, "Should junk food be sold in schools?" "Should over-the-counter drugs be sold behind the counter?" Students check **yes** or **no** and add a **because** or **because of** clause, exchange papers, compare answers and report: "Junk food shouldn't be sold in schools because it isn't healthy." "Over-the-counter drugs should be sold behind the counter because of the recent poisonings."

Questionnaire III: How Do You Respond to Situations? (conditional). Give the structures: What will/would/you do/have done if. . . + time marker. List some situations: for example win lottery/meet (famous person). Ask the students to use their imagination and write sentences, exchange papers and report: "If X wins the lottery, he will fly home tomorrow."

Questionnaire IV: Are You Like Me? Set up a few categories such as: (1) special interests, (2) special foods (3) pet peeves. Under each category list items: for example, (1) disco dancing (2) chocolate (3) compositions. Students place a check mark next to items that reveal their inclinations, exchange papers, compare and report.

Questionnaire V: Ask About Me (information questions). Make a list of parts of embedded statements: for example, Ask me: Where I was born. . . Who my parents were. Students write the questions, ask a partner the questions and report to the class.

Questionnaires set the stage for conversation and get students connected. They provide a format for all students to speak; the communication is real, the context is functional and the laughter is generally lively. The teaching of grammar is not an isolated activity. The students reveal who they are and exchange this information in a light-handed way. Questionnaires can also be a springboard for students to write their own questions.

This is one way to unify a class and talk about things of common interest. The questionnaires can be on a simple, personal level or on varying degrees of complexity, dealing with issues and opinions.

(This article is based on a presentation made by Ruth Shernoff at the 1982 Fall Conference of NYS ESOL BEA.)

CORRECTION

In the October 1982 issue we reprinted a poem by Myra Cohn Livingston. The correct credit should have been: Myra Cohn Livingston, "Street Song," in *The Way Things Are and Other Poems*. Copyright © 1974 by Myra Cohn Livingston. A Margaret K. McElderry Book. (New York, Atheneum, 1974)

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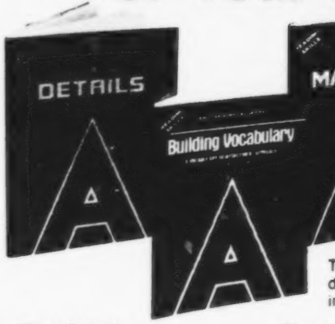

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Brock University, Ontario, Canada. Future openings for sessional ESL instructors. Qualifications: M.A. or Ph.D. in applied linguistics, bilingual education, linguistics, TESL, or related fields. (Applicants with a degree in a related field are expected to have a TESL certificate from a recognized North American university.) Also, a minimum of two year's university ESL experience required. Canadian immigration regulations require candidates to be Canadian citizens or permanent residents. Send application, resume and names of three references (all to be kept on file for one year) to: Professor G. H. Irons, Director, Centre for English Language Programs, Brock University, St. Catharines, Ontario L2S 3A1, Canada.

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Florida State University. Doctoral Assistantships for fall 1983. Several assistantships to teach ESL at the Center for Intensive English Studies at the Florida State University are available for the coming academic year. Applicants must first be admitted to doctoral program in Multilingual/Multicultural Education with emphasis on TESL/TEFL. M.A. in TESL or related field required plus two years teaching experience. Write: Dr. F.L. Jenks, CIES-FSU, 918 W. Park Ave., Tallahassee, Florida 32312.

University of Idaho, Moscow, Idaho, has a limited number of instructional assistantships for 1983-84 available to qualified applicants to the M.A. program in TESL. The annual stipend is $5231 (less semester fees) and may be supplemented in the second year by a limited fellowship. Responsibilities are to teach three 3-hour classes per year. For further information write to Professor Ron McFarland, Director of Graduate Studies, Department of English, University of Idaho, Moscow, Idaho 83843.

U.S.A.—Soviet Union Teachers' Exchange Program offers TESOL teachers a 10-week opportunity to teach English to Soviet students in Soviet schools, secondary through college levels, September through November 1983. Russian language ability desirable. Information from: Charity Turner, American Field Services, 313 East 43rd Street, New York, N.Y. 10017.

The University of Michigan, Ann Arbor, invites applications for a one-year full-time position at the level of Visiting Assistant Professor at the English Language Institute, 9/1/83 to 5/31/84. Conversion to a tenure track position possible. Duties include a half-time assignment as Director of Courses and a half-time assignment teaching ESL classes in the intensive courses at the ELI. Interested persons should send a letter of application and a resume to: Joan Morley, Deputy Director, English Language Institute, The University of Michigan, Ann Arbor, Michigan, 48109. Deadline for submission of application is May 1, 1983.

The University of Michigan, Ann Arbor, invites applications for a one-year full-time position at the level of Visiting Assistant Professor at the English Language Institute, 9/1/83 to 5/31/84. Duties may include a full-time assignment teaching ESL classes in the intensive courses at the ELI or a half-time teaching and half-time materials development assignment depending upon the qualifications of the applicant. Interested persons should send a letter of application and a resume to: Joan Morley, Deputy Director, English Language Institute, The University of Michigan, Ann Arbor, Michigan 48109. Application deadline: May 1, 1983.

Polytechnic Institute of New York, Brooklyn, New York, seeks summer faculty for a seven-week intensive graduate program in English for Science and Technology from July 5 to August 19. Sections offered in reading, writing, speaking, and listening. Applicants should have an M.A. in TESL or a related field and teaching experience, preferably in ESP or EST. Send resume to: Barbara Q. Gray, Director, English for Science and Technology, Polytechnic Institute of New York, Brooklyn, NY 11201.

Japan. The Overseas Service Corps of the YMCA offers teaching positions at over 20 YMCAs in Japan. Requirements: teaching experience; M.A. preferably in TESL or related area. Competitive salary and fringe benefits are offered. Annual application deadlines are March 15 for fall placement and November 15 for spring placement. U.S. residents should write to: OSCY, International Division, YMCA of the USA, 101 N. Wacker Drive, Chicago, Illinois 60606. Residents of other countries, write: OSCY, YMCAs of Japan, 2-3-18 Nishiwaseda, Shinjuku-ku, Tokyo, Japan 160.

Ohio University. Two teaching internships available with the Ohio Program of Intensive English for academic year 1983-84. Possible renewal for 1984-85. The internship program provides recent graduates of MATEFL/MATESL programs with further training and experience in teaching adults in intensive English programs. Minimum of one year's supervised classroom teaching experience in the intensive EFL program where they earned their M.A. required Applications due by May 15. More information from: Connie Perdreau, O.P.I.E., 201C Gordy Hall, Ohio University, Athens, Ohio 45701. Telephone (614)594-5634.

Ohio University. Teaching assistantships are available for 1983-84 leading to an M.A. in Linguistics with specialization in ESL/EFL. Teaching duties are one hour of instruction per day with compensation being remission of tuition plus a stipend of $450 per month including summer. Applicants with some ESL/EFL teaching experience preferred. For information or applications contact: Dr. James Coady, Department of Linguistics, Ohio University, Athens, Ohio 45701. Telephone: (614) 594-5892.

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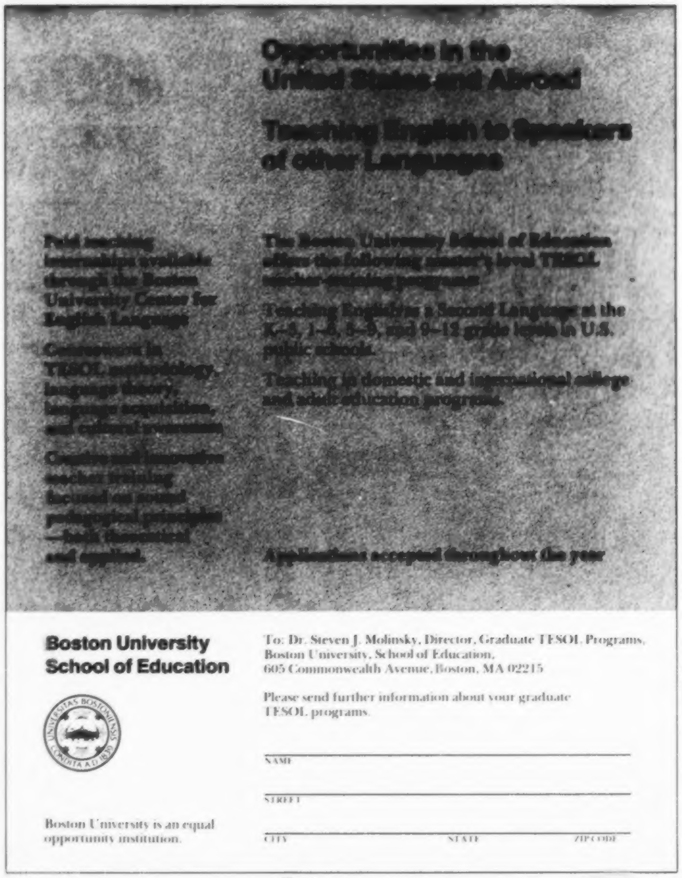
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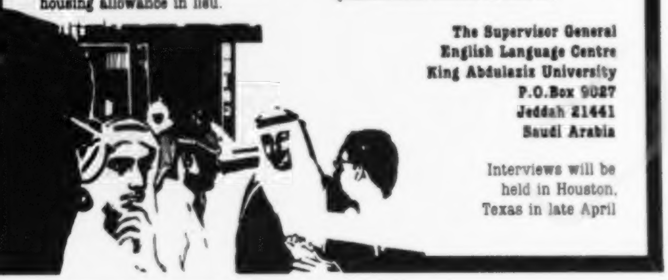

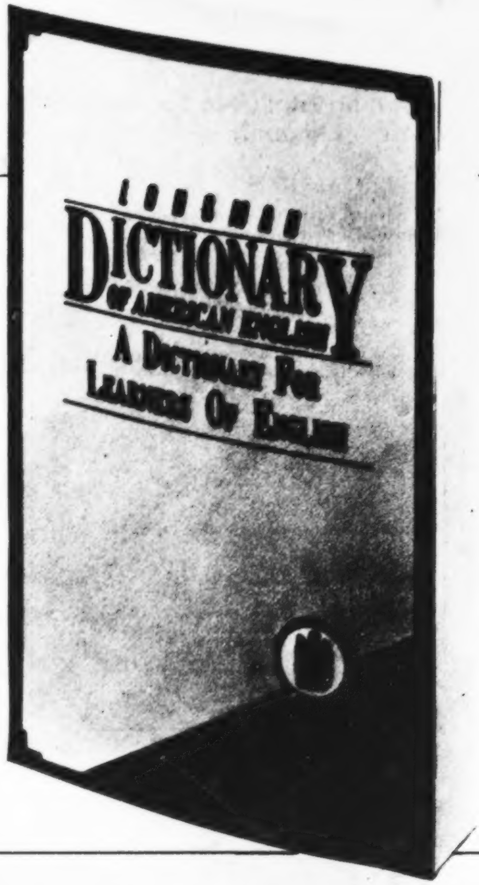

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Continued from page 31

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Interview:
ANNE NEWTON REFLECTS ON GROWTH OF *FORUM*

As the English Teaching Forum *enters its twenty-first year of publication, Editor Anne Newton answers questions about it put to her by Penelope Alatis of Francis C. Hammond Junior High School, Alexandria, Virginia.*

Penny Alatis: How would you describe the *English Teaching Forum?*

Anne Newton: According to the motto on the cover, it is a journal for teachers of English outside the United States although it is now distributed within the United States as well. The *Forum* is intended primarily for teachers of English as a foreign language more than as a second language, although, as we all know, there is an enormous area of overlap in those two specializations. Insofar as there are differences, however, I should say that our primary audience is the 85,000 or so teachers who receive the *Forum* overseas.

Alatis: What is the history of the *Forum?*

Newton: In 1962, the English Teaching Division of the United States Information Agency began a publication called the *English Teaching Newsletter* — a mimeographed newsletter that was sent out periodically to our English-teaching officers overseas. Very soon — in fact, the next year, 1963 — this *Newsletter* evolved into the *English Teaching Forum.*

Alatis: Do teachers have to pay for it?

Newton: In nearly all countries it is distributed free — that is, to the extent that the USIS office is able to do this. By "able" I mean that each USIS office has to pay for it — to cover the production costs — in addition to postage and handling.

Alatis: The office does?

Newton: Yes. The USIS office maintains a subscription list composed of the names of teachers, schools, et cetera, in that country that would like to receive the *Forum.* This list is sometimes full because it is necessarily limited by the amount of the budget devoted to this purpose. Each country maintains its own separate list which usually includes departments of the Ministry of Education, individual English teachers in universities and secondary schools although in some countries primary teachers can get it, too.

Alatis: The *Forum* wasn't always available to teachers in the United States, but now it is. What brought about this change?

Newton: Briefly, the background is this: The funds for the USIA are appropriated by Congress for the purpose of producing materials to be used overseas, and such materials are prohibited by law from being distributed in the U.S. For many years TEFL people in this country had, from time to time, protested individually to their congressmen in the hope of getting the *Forum* exempted. But nothing happened until about five years ago, when Harold Allen of the University of Minnesota—with the help of supporting evidence from others in our profession,—was able to persuade his congressman to introduce the necessary legislation exempting the *Forum* from the general restriction.

Alatis: How does a person subscribe to it?

Newton: It is available through the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. The price for a one-year subscription is $14 in the U.S. for four issues. A single issue costs $4. It is also available outside the U.S. through the GPO at $17.50 per year.

Alatis: How do you get your writers and the topics?

Newton: Well, in various ways. In the early days most of the writers were people on the staff. For many years we reprinted articles from other journals and drew rather heavily on the *TESOL Quarterly* after it got started. During the last seven or eight years the number of unsolicited articles has risen dramatically though now and then we still reprint articles that we think will be helpful to our readers.

Alatis: What is the focus of the articles? Classroom techniques?

Newton: Yes, our emphasis is on methodology and techniques. Our "News and Ideas" section consists largely of fairly concise articles about specific techniques that a classroom teacher has actually used (and perhaps originated) and has found successful. This has always been a popular part of the *Forum,* and our mail from readers clearly indicates a desire for more of this kind of article.

Alatis: Do you accept articles from teachers in the U.S.?

Newton: Yes, however, they must be suitable for our audience, which consists primarily of teachers outside the United States who are nonnative speakers of English, and whose students are not, in most cases, in an English-speaking environment.

Alatis: Will you continue to reprint articles from other journals?

Newton: Yes, we will although I like to print original articles insofar as possible, simply because that makes more articles available to the field overall. We especially like to share with our worldwide readership excellent articles from journals and newsletters that serve a geographically more restricted audience, and so have probably not been seen by most of our readers.

Alatis: What do you project for the future for the *English Teaching Forum* — let's say the next five to ten years?

Newton: I would like to do a little more on the teaching of literature and culture. We may devote more space to a focus on some particular aspect of English teaching. However, the one thing that we never want to lose is the character of the magazine as a true forum, with articles on a variety of subjects from teachers in various parts of the world. In each issue there is a real exchange of ideas, with articles by people from at least a dozen countries. For readers in the United States, this provides a perspective perhaps not otherwise available. It can help them to gain insights about what is being done in TEFL in various places together with useful cultural hints.

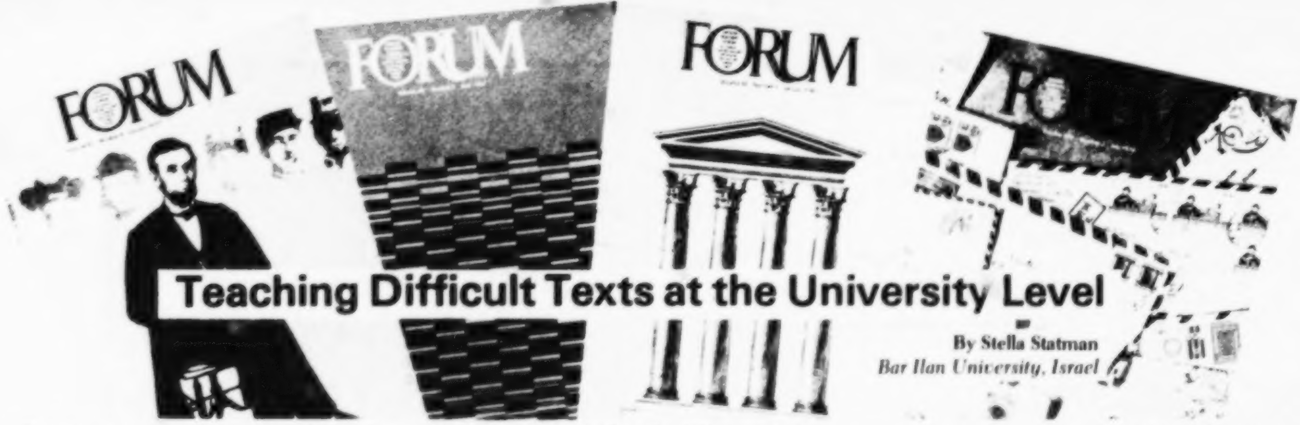
Another thing I would like to do is to give as much encouragement as possible to fledgling regional journals and newsletters that can deal with specific local problems in a way that worldwide publications such as the *Forum* cannot do. I would hope that as many teachers as possible could have access to such a local publication as well as to one or more journals that deal with a wider audience.

Alatis: How would you describe your job?

Newton: It's communication. One of the exciting things about working on the *Forum* is the constant communication that we have with so many teachers in more than 120 countries, and in addition to the mail we receive, a much greater quantity of correspondence goes back and forth directly between readers and contributors. We have been amazed to find how often even a rather brief, unpretentious article evokes responses from readers quite distant, both geographically and linguistically, from the writer. It is all very heartening and unifying for the profession, I think. And the reader-response that we get encourages us to go the extra mile in trying to maintain some degree of humanity and warmth in the *Forum* in this age of mechanization and impersonalization.

Photo by L. Lougheed

Another issue of the *Forum* off the press! Editor Anne Newton (right) and Mary Jo Boya, Editorial Assistant, anticipate the pleasure the content will bring the well over 85,000 *Forum* subscribers around the world.



Teaching Difficult Texts at the University Level

By Stella Statman
Bar Ilan University, Israel

Almost every new teacher of English for Special Purposes enters his first classroom ready to teach the structure and lexicon of English and the principles of reading comprehension in a way appropriate to the style and requirements of his students' particular discipline. He soon finds that after he has dealt with all the discrete items in the text and has shown the logical connection between the parts, his students simply do not know what the text is all about. The problem is not only one of language; it is equally one of content. For some reason, when students hear lectures in their native language dealing with concepts in their fields of specialization, they accept notions that they only vaguely understand, but in the English course doubts and questions surface and are verbalized.

Few students are willing to admit to poor understanding of ideas with which they should be familiar, so the cry is always about the difficulty of the English. It is as though the student believed he had only to break through some language barrier in order to achieve complete comprehension. The truth of the matter is that many students would not understand the text even if it were written in their mother tongue. Some years ago I tested my belief that students have great difficulty in understanding ideas, in the following simple manner: I divided a class of advanced university students of English into two groups and gave each group the same (previously unseen) text and the same questions. One group received the material in their mother tongue; the second group, in the target language, with permission to use any dictionary. The results were not substantially different. Since then, I have repeated the experiment on a number of occasions, always with similar results. At a certain point, I find, the problem inevitably becomes less one of language and more a struggle with the ideas.

Teaching English and ideas

The obvious comment here, of course, is that the teachers in the students' field of study have not done their job properly. But whether the fault lies with them or with the student who professed to understanding when meaning was blurred does not concern us. We have to find a way of dealing with the students' problems as they arise in our classrooms. If we find, as I believe we shall, that he does not understand the concepts in the passages we give him, we must find a way of combining a study of English with a study of the concepts under discussion.

The first time I set out to teach a text in the manner that I explain below, I felt pressured by the consequent loss of time from my own heavy syllabus. I was working with a group of sociology students and wanted to teach English (whatever that umbrella term means), and there I was, trying to explain the difference between positive and negative and formal and informal sanctions. By the end of the session I felt exhilarated. The students were interested and excited. They had learned the terms; they had clarified their ideas; they understood the English; they felt much more self-confident. Once they had grasped the basic concepts, the reading of the passage gradually became easier and easier for them.

For any but the simplest texts, my system is as follows: First I deal with any problems in vocabulary or structure, as far as possible dealing with the latter by showing that even the most difficult English sentence is just an extension of a simple pattern (examples follow). Second, I divide the class into buzz groups (pairs or groups of four or five) and give them guiding questions on the concepts in the passage and on the passage as a whole. They are asked to discuss the questions together. The group (or pair) is responsible for the answers. During this part of the session, I move from group to group, dealing with any difficulties that may arise. Lastly, the text is read again and group answers are presented and discussed.

An illustration

To illustrate the method, I have taken a short paragraph from one of the texts read by students of the social sciences:

"The simpler, more stable and stationary the society or community, the greater the likelihood of high degrees of status consistency for persons and groups in that society. On the other hand, in societies or historical periods in which a high degree of change is to be found — change linked with status mobility — it is obvious that status consistency will be lower in predictive degree. That is, it will be less certain that merely because a person will be high in one or two of the attributes mentioned, he will be high in the others." (From Robert Nisbet, "Sources of Status," in *The Social Bond*, New York; Alfred A. Knopf, 1977.)

Part 1. Problems of language and structure.

1. Show that *stable* and *stationary* come from the same Latin stem *sta*, like *stand, statue*, etc.
2. Show the rhetorical function of expressions like *on the other hand, that is, merely*.
3. Show that the first sentence is simply an extension of the common and simple structure: *The* + (comparative form of adjective or adverb). The principle here, as will be obvious from the examples below, is to start with the simple and familiar and then move in stages to the more difficult sentence that appears in the text.

> *The more you study, the more you know.*
> *The higher the grade, the happier the student.*
> *The simpler the society, the greater the degree of conservatism.*
> *The simpler, the more stable the society, and greater the degree of conservatism.*
> *The simpler, more stable and stationary the society or community, the greater the likelihood of high degrees of status consistency for persons and groups in that society.*

Part 2. Concepts study.

1. In groups of four, discuss the following questions. Try to use English expressions from the text.

a. In your own country, which community would you consider to be stable and stationary?
b. Can you think of another word or expression for these two attributes?
c. What kind of a society would be the opposite of stable and stationary? What kind of changes would you expect to find there?
d. Can you remember how the writer defined *status consistency* in the previous paragraph?
e. What is the degree of status consistency in the community that you chose as your answer to question *a*?
f. What is meant by the term *status mobility*? Give two examples to clarify the term.
g. In which period of history do we find a high degree of status consistency?
h. In which period of history do we find a low degree of status consistency?
i. What is the meaning of the verb *to predict*? What do you think is meant by *predictive degree*?
j. In the previous paragraph the writer listed the attributes that normally give a person status. Can you remember some of them? If not, read the last paragraph again and refresh your memory. Now give two examples from any historical period of people whom we know to have been high in one or two of the attributes listed and whom we expect to have been high in the others.
k. Give two examples from your own society of people who are high in one or two of the attributes listed but are not high in the others.

When students appear to have finished their discussion, the answers are presented for class discussion. There are no grades and no penalties, so threat is kept to a minimum.

Part 3. The passage is read again and, if required, tested in any of the usual ways.

Clearly, it is not necessary to deal with all the paragraphs in such detail. The passage that was chosen here (mainly because of its brevity) is the fourth paragraph in the article. I find that I rarely need to work in this way beyond the fourth or fifth paragraph. By the time the student reaches this point and has grasped what the article is all about, he can usually make his own more confident way through the rest of the material.

— from the *English Teaching Forum*, January, 1982.

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TESOL NEWSLETTER

Vol. XVII No. 3 Teachers of English to Speakers of Other Languages June 1983

TESOL'83: TORONTO THE GOOD

by **Lise Winer**, *Université de Montréal*

Just back from Toronto and TESOL '83. As I survey my unpacking, especially those countless little pieces of paper all demanding immediate action, and think about the classes I have to teach tomorrow, what I really want to do is crawl into bed and sleep off my convention-acquired cold. Is it this bad for everybody? Was it worth it? The time, the expense, the hassle, the lack of sleep? Why do we go to TESOL conventions anyway?

What did everybody do in Toronto? Not the same things, obviously, but the most evident was networking. Old friends: "My God, I haven't seen you since Poland!" "You remember Mike, British Council, Peru, 1964." "I look forward to TESOL every year—how else can I see my friends from Egypt, Thailand and Venezuela, California, New York and Arizona?" New acquaintances: "I really liked your session." "I have that problem too!" "I know at every convention I'll meet somebody I'll want to see for the rest of my career" (for ESL "career," read "life").

Now you see again people you attended graduate school or TESOL summer institutes with, people you used to teach with, people who teach where you're going to teach, people who teach where you want to go to teach, people who live in your own country or hometown that you've never really talked with. You see the famous—"That's really *her*?"—now flesh and blood and a voice, sometimes disillusioning, mostly thrilling. And contacts: "Anything opening up where you are now?" Discussing job possibilities over coffee or jammed in a professional breadline. Working even at dinner—easier to talk about your thesis proposal or to bare your soul about professional problems to someone you know who lives far away. Sharing our experiences: "A student *bit* you?" "It's published? Congratulations!" Sometimes a few thousand TESOLers together can seem overwhelming. But there's a special pride in the very fact that so many of us are together. Someone, all too common, in a dead-end, exploited, unrecognized job: "For the first time I'm not isolated. I really feel like a professional among professionals." TESOL *is* people, and it's easy to see that we have some of the best.

Sessions. Was there anything the sessions didn't touch on? The world, apparently, is our oyster. From morphemes to politics. From writing sentences to combining them. Kinesics and culture, grammar and graphics. (The program is thus an invaluable reference guide, and if you didn't get your copy at the convention, you can get one from the TESOL Central Office; supplies are limited although the content isn't.)

"I just went to hear this guy from China, and it's the most fantastic thing; he explained about their whole educational system and it's really interesting and I hope I get to go there." "Oh yeah. The same old China stuff." It's all relative. If you know a lot about pragmatics, you may not learn anything new from a session on this subject, although you might meet the session givers and get into the heavy stuff right away, arrange to exchange papers, collaborate. If you've never heard about pragmatics, this is the chance to go and learn not only a bit of substance, but to find out if you want to learn more. For a minimum of time investment, you can discover a whole new area of interest or usefulness, or you can determine that you're not very interested in that now. At least you know where to find out more and whom to connect with if you need or want to.

Continued on page 20

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. **See back page for membership information.**

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words**. Send **two** copies of these new items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four** copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or **five typed double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections** of the *TN* are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Ron Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less**. First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, **last minute job notices will be accepted** provided there is space. **Advertising rates and information** are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue

Next Deadlines: June 20th for the August *TN* and August 20th for the October *TN*.

President's Note to the Members

It was apparent in Toronto, our fourth annual meeting outside the continental U.S., that TESOL is truly an international organization. We have always tried to be international in our thinking, in our program planning, and in our publications. We have tried to do this from very early on—at the same time that demands from the numerous U.S. affiliates and the political times have dictated a deep concern with teacher certification, government funding of language teaching, and employment concerns. The strength of the U.S. affiliate demands on TESOL in these areas are reflected in TESOL's concern with the promotion and development of certification of ESL and bilingual educators in various states of the United States, in the increased concern and lobbying effort for language education legislation, and in the development of an employment concerns questionnaire, TESOL-sponsored insurance for ESL teachers and the development (yet on-going) of standards for ESL teacher training programs.

At the same time we have tried to ensure that a broad geographic spectrum of members have run as candidates to the executive board of TESOL. Two Canadians have been elected as second vice-presidents of TESOL. Nearly all of the committees of TESOL include non-U.S. members. Non-U.S. members have been active in planning and have acted as plenary speakers at most of our annual meetings. At present, we have both Jean Handscombe from Canada and Andy Cohen from Israel serving on the executive board. Richard Allwright from Great Britain is the chair of the Research Interest Section (and others will be appointed and elected in the future).

In Toronto a number of important things relating to non-U.S. affiliates took place. First, Liz Hamp-Lyons chaired a rap session for international members and affiliates which provided some needed feedback on members and affiliate concerns. And second, three new committees were established by the executive board of TESOL, all of which have a direct relation to affiliate affairs. A TESOL Scholarship Committee was established which will solicit funds and distribute them in a number of yet-to-be-determined grants and scholarships for TESOL members to attend conventions and summer meetings. President Darlene Larson proposed a Public Relations Committee which will attempt to do a better job of promoting communication between TESOL and the public in the educational and governmental sectors. Even more important, a Task Force on Planning, headed by the TESOL Executive Director, was assigned to gather information on several needed projects which seem to emerge, in large part, from the *1982 Questionnaire to Affiliates*, to investigate and to report on them, and finally, to assess their financial implications to TESOL. Other problems raised at the international rap session, at the Affiliate Council and other committee meetings will be ones of primary concern to the Task Force together with those raised in the *Questionnaire*. (Please note the report on affiliate concerns in the Affiliate and Interest Section column on pages 13, 28-29.) We need your input to make these committees work. We want to hear your concerns and your needs, your ideas and suggestions for the direction of TESOL. Examples of some interesting suggestions appear on page 3 in the report by Marcella Frank who spoke on "How TESOL Can Help English Teaching Overseas" at the symposium sponsored by the Committee on Sociopolitical Concerns at TESOL/Toronto.

I have asked the Editor of the *TN* to reprint on the next page a communication from one of our affiliated groups, SPEAQ (La société pour la promotion de l'enseignement de l'anglais (langue seconde) au Quebec). It asks some legitimate questions and offers some interesting proposals and we will consider them along with the concerns and suggestions of our other affiliated organizations. This is only part of an ongoing attempt to serve all our affiliated organizations—local, regional, and national.

Let us know how we can best serve you and your affiliate. Let your local, regional or national organization know how it can serve you. Questions have to be asked in order to be answered and we need all the input we can get in order to work in the most promising direction toward enhancing our international role.

John Haskell

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CALL FOR NOMINATIONS FOR 1984-85

See page 25 and insert between pages 24-25

CALL FOR PAPERS FOR TESOL '84

See April *TN* center insert!

Houston, Texas March 6-11, 1984

SPEAQ STATEMENT FOR AFFILIATE COUNCIL MEETING IN TORONTO, TESOL '83

SPEAQ had been in existence four years and had already proven its viability as the provincial association of ESL teachers when it chose to become a TESOL affiliate in 1976. Unlike the U.S. state affiliates, SPEAQ does not view TESOL as a parent, but rather as a sister organization. We are not Quebec province TESOL; we are first and foremost SPEAQ! We joined TESOL believing that in so doing we would be entering into an alliance whose main purpose was reciprocal and multidimensional cooperation and exchange in the field of ESL.

In the past few years, however, we have more than once voiced our concern whether the benefits we are getting warrant our renewing our affiliation. The basic question for which we seek an answer is this: for an association that is autonomous, what advantage is there in being an international affiliate of TESOL? True, once a year we are allowed limited say in TESOL's policy-making via the Affiliate Council. We can look forward to possible representation on the Executive Board. But is this sufficient to justify continued affiliation?

Because of the customary out-of-country location of the TESOL conventions, few of our members, being Canadian-based, can attend. Those who do participate do so as individual members, not as affiliate members. The affiliates receive no financial assistance from TESOL. It does not pay the expenses of speakers participating in an affiliate's convention. The affiliate delegate attending the TESOL conference receives no special status or funding; he/she benefits from no waiving or reducing of registration fees. It would seem to us that an association the size of TESOL should be able to obtain special room rates or even offer free accommodation to its official representatives. Never are the affiliates invited, either, to set up booths or to participate as an association at the annual conference.

Finally, we would like to comment upon the international character of TESOL. Too much correspondence dealing with strictly U.S. issues is being sent out indiscriminately to all affiliates. This point was raised last year in Honolulu and we must admit that some progress has been made. Now a *P.S.* is being added to the communiqués that go out to the affiliates stating that those of us who are not U.S.-based are receiving the documentation for "our information." Notwithstanding, international affiliates are still receiving too many requests to "write to their Congressmen." We would like to see a genuine filtering of the mail that goes out.

In closing, let us reiterate our original question: What specific, concrete advantages does an association like SPEAQ have as an affiliate that an individual member does not have? We would appreciate a clear answer. Perhaps TESOL should consider creating a new category of affiliate or possibly an associate membership . . .

Josette Beaulieu-McFaull
President, SPEAQ

HOW TESOL CAN HELP ENGLISH LANGUAGE TEACHING OUTSIDE THE U.S.A.

by **Marcella Frank,** *American Language Institute, New York University*

At the TESOL Conference in Toronto, an all-day symposium was sponsored by the Committee on Sociopolitical Concerns: "Sociopolitical Concerns in TESOL: An International Perspective." As one of the ten speakers at this symposium, I chose to talk about how TESOL can help English teaching overseas. The talk was based on my experiences teaching abroad under the auspices of the United States Information Agency (USIA) in Yugoslavia, Morocco, Costa Rica and the Dominican Republic. As I discussed each of these experiences, I drew attention to the many problems in English language teaching that I saw, and then concluded my talk with a list of concrete suggestions for TESOL. It is this list that I would like to share with the readers of *TN* in the hope that some of these suggestions will be of interest and, even more, can be carried out.

HOW TESOL CAN HELP

1. Act as a clearinghouse to publicize short-term as well as long-term teaching or consulting opportunities overseas, possibly in the *TN*.

2. Help the binational centers and the cultural affairs offices of the USIS to disseminate more information abroad about EFL, TEFL programs in the United States and elsewhere. TESOL might make contributions of (1) the *TESOL Directory of Teacher Preparation Programs in TESOL and Bilingual Education* and (2) the Institute of International Education's *English Language and Orientation Programs in the United States*. (While I was overseas, many teachers asked me where they could get the kind of information that is contained in these publications.)

3. Make available a list of institutions and organizations to which American, British and Canadian teacher training institutions that offer EFL and TEFL programs can send their brochures. (Teachers overseas asked me where they could find such brochures.)

4. Because overseas teachers who want to study in the U.S. often can't afford the cost of our schools, a TESOL study group might find out where scholarships are available and compile a list that could be publicized in the *TN*. Among many possible organizations which could offer scholarships are AMIDEAST and UNESCO. Perhaps another TESOL study group might be formed to work up grant proposals to such organizations. Also, perhaps the annual membership dues bill sent to TESOL members might include a place for voluntary contributions to a scholarship fund for help in bringing overseas teachers to the United States for the TESOL Summer Institutes and for other summer programs.

5. Publish a list of summer EFL, TEFL/TESL programs in the United States and other English-speaking countries so that binational centers and overseas TESOL affiliates will be informed about these programs. (Many teachers I spoke to who couldn't afford to come to study in the United States for a long period of time said they could come for a summer period.)

6. Cooperate more closely with government organizations overseas that are involved in English language teaching—Peace Corps, AID, and especially USIA. Possibly a meeting with these agencies might be in order. I believe, also, that it would be extremely helpful to use the *TN* to give information about the various sections of the USIA and its role abroad in English language teaching and in disseminating information about American life and culture. TESOL members might also be interested in getting some information about the binational centers abroad.

7. Publish a list in the *TN* of TESOL overseas affiliates together with names and addresses of key contact persons with the thought of encouraging EFL teachers to make contacts with them while traveling or working abroad.

8. Encourage all overseas conference organizers, whether from TESOL affiliates, USIA, or a foreign ministry of education, to use TESOL as a clearinghouse to publicize the events several months in advance. These could appear in the *TN*. This would be helpful for the individual TESOL member who might be in a particular area and might volunteer to help with such conferences or wish to attend them. It would also be especially helpful to publishers who might like to set up a book exhibit or to offer to give demonstrations or workshops. (For example, the international EFL editor of my publisher told me that if she had known in advance about the recent seminars in the Dominican Republic, she would have offered to take part in them. She suggested that if those who planned such conferences wanted more publishers' exhibits, they might notify the Association of American Publishers, 1 Park Avenue, New York, New York 10016 about their conferences.)

9. Encourage TESOL members who return from abroad to publicize in the *TN* the needs of the English language programs they visited, especially the needs for books and other materials, and to give an address where such materials can be sent. (In Costa Rica I had an urgent appeal for books on literature and literary criticism. When I returned to the United States, I bought books at church bazaars, flea markets, second hand bookstores and sent them to the university in care of the APO address for the binational center.) Also, one of the directors of a binational center suggested that university-made videotapes prepared for teacher training would be very welcome in such centers since they were even more useful than commercially prepared ones.

10. Encourage TESOL members to send back copies of the *TESOL Quarterly* to the binational centers. We would need to find out from the USIA which centers want them and the best way to send them. (In Santo Domingo I volunteered to send them all my back copies. Although they have a current subscription, not all the journals arrive.)

EXECUTIVE DIRECTOR'S REPORT TO LEGISLATIVE ASSEMBLY

The bylaws of TESOL direct the executive director to make an annual financial and membership report to the executive board and provide a summary of the report to the Legislative Assembly.

At the conclusion of the preceding fiscal year, October 31, 1982, TESOL had a fund balance of $244,102 which included cash assets of $117,498. Revenues collected during the fiscal year totaled $658,425; expenses paid totaled $651,358. The excess of revenues collected over expenses paid was $7,067.

The membership total at the end of 1982 was 10,489 members, an increase of 600 over the previous year. Out of our total membership, 55% are regular members, almost 20% are student members, and 18% are institutional members.

Following is the breakdown of primary membership in the Interest Sections:

Teaching English Abroad	1803
EFL for Foreign Students in English-Speaking Countries	679
ESL in Elementary Schools	506
ESL in Secondary Schools	498
ESL in Higher Education	1484
ESL in Bilingual Education	295
ESL in Adult Education	893
Standard English as a Second Dialect	50
Applied Linguistics	511
Research	72
Refugee Concerns	88

According to the TESOL constitution, elections were held by mail ballot for new officers and members-at-large of the executive board. The names of candidates on the ballot were as follows: for first vice president, Charles H. Blatchford and Thomas Buckingham; for second vice president, Penny Larson and Elliot Judd; for two members-at-large of the executive board, JoAnn Crandall, Penelope Alatis, Janet Constantinides, Phillip Roth, Ian Gertsbain, and Richard Orem. I wish to announce to you the results of the mail ballot: for first vice president (and president-elect)—Charles H. Blatchford; second vice president—Penny Larson; and members-at-large of the executive board—JoAnn Crandall and Penelope Alatis.

Also according to the TESOL Constitution, the chair of the Nominating Committee for the coming year is chosen by the executive board from among the four elected members of the retiring committee. I am pleased to announce that the executive board has chosen Sadae Iwataki to fill that position for 1983-84.

There were two additional slots on the executive board for the year 1983-84 created by the election of Penny Larson as second vice president this year, and the election of John Haskell as first vice president last year. Such slots, according to the TESOL constitition, are to be filled by a majority vote of the executive board. I am pleased to announce to you that the executive board has elected Andrew Cohen and Marsha Santelli to fill those two slots; each appointment is for the year 1983-84 only.

Respectfully submitted,
James E. Alatis
Executive Director

Report of President Darlene Larson to the TESOL Legislative Assembly

It is a pleasure to report to the Legislative Assembly of the 17th annual convention of Teachers of English to Speakers of Other Languages that the year has been a most productive one.

Members should be assured that the reorganization plan has been implemented to the extent possible in this first year. Certain aspects must remain until those elected under the new process can fulfill new roles as designated in the constitution.

Certain parts of the *TESOL Handbook* which was written by our late president Ruth Crymes had become obsolete, and they are now being revised. Additional sections have been added to increase its practical value for affiliate officers and section leaders. Much of this has been the result of first vice president John Haskell's work in increasing contact with affiliates, and we owe him our thanks. The executive board has authorized our executive director to study and report the costs and implications of TESOL's providing additional and new member services as have been suggested by affiliate officers to the first vice president. It is hoped that we will be able to act on some of those suggestions at the board's mid-year meeting next fall.

Moments before the Legislative Assembly. From left to right, Darlene Larson, President (1982-83); Sadae Iwataki, Chair, Nominating Committee (1983-84); and James Alatis, Executive Director.

TESOL's new publications committee was appointed and approved last summer. Under the guidance of H. Douglas Brown, we look forward to new initiatives in that area.

A new *TESOL Quarterly* editor was named last fall. The appointment of Barry Taylor of the University of Pennsylvania became effective this past January 1. We express our gratitude to former editor Jacquelyn Schachter who resigned last May, to interim editor H. Douglas Brown who served in the transition period, and to our new editor Barry Taylor whose enthusiasm for the job and respect for the *TESOL Quarterly* becomes more apparent in every conversation.

Our other standing committees have all had heavier agendas than has sometimes been the case. Joan Morley, chair of the Committee of the Rules and Resolutions has helped with the implementation of the reorganization plan.

Carol Kreidler, chair of the Committee on Professional Standards has guided this new committee as it tackled—at the request of the executive board—the task of developing a TESOL statement of program standards.

Jeanette Macero, chair of the Committee on Sociopolitical Concerns has led a more active committee in a greater variety of projects than has customarily been on the agenda of that committee. Her symposium last Tuesday on seeking an international perspective on sociopolitical concerns had a record attendance for a Committee on Sociopolitical Concerns event. Not only do I want to express my personal thanks to these chairs, but also to the members of these hard-working TESOL committees.

One more TESOL committee is the Nominating Committee which was chaired this past year by Marsha Santelli. I owe her special thanks for taking on additional tasks at the request of the president—a request to work on a segment for the revised *Handbook* describing the elections process and nominations procedure.

The executive board has appointed Sadae Iwataki to chair the 1983-84 Nominating Committee. One of the committee members of the last committee must be appointed chair. Sadae has asked me to announce that the committee will publish in the June *TESOL Newsletter* their annual call for suggestions and the dates when they will be due.

Plans for summer institutes are underway for Toronto in 1983, Oregon 1984, and Georgetown University in Washington D.C. in 1985. The board selects summer institute host institutions by responding to invitations. The *TESOL Newsletter* carries in each issue a brief announcement that we welcome such invitations—with directions for obtaining more details.

MORE SCHOLARSHIPS

As we rejoice in the growth of the Ruth Crymes Memorial Fund, we also recognize the need for more scholarship money to be made available for teachers in our profession. I am happy to tell you that the executive board has voted to contribute $1000 a year to scholarship funds.

Until the Crymes Fund reaches its $25,000 goal, $500 will be added from the TESOL treasury each year. We will also begin a new fund immediately with $500. When the Crymes Fund goal is reached, we'll put $1000 per year into our new TESOL scholarship fund. The details of how soon an award can be made and what criteria will be followed are to be determined by a committee yet to be appointed. The board, however, has named the immediate past president as chair of the committee and I assure you that the work will soon be underway.

You can see the problems in making a report while the executive board is still in its series of meetings. But I wanted to announce a number of points that have been accomplished and to thank those who have helped me carry on the work of this wonderful organization.

Respectfully submitted,
Darlene Larson
President

PROCEEDINGS OF THE ANNUAL LEGISLATIVE ASSEMBLY

The Legislative Assembly of TESOL was convened at 6:05 p.m. on Friday, March 18, 1983 in the Civic Ballroom of the Sheraton Centre, Toronto, Ontario, President Darlene Larson presiding, Catherine Ann Johnston, parliamentarian.

1. The parliamentarian conducted the elections for the Nominating Committee. Printed ballots had been prepared listing a slate of five names submitted by the Affiliate Council and five names submitted by the Section Council, with two persons from each slate to be elected to the Committee. The slates were: from the Affiliate Council—Joseph Clavan, Nancy Frankfort, Nicholas Franks, Cathy Jacobson, and Linda Schinke-Llano; from the Section Council—Christine Bunn, Kathy Flynn, Joan Kertis, Victoria Price, and Carole Urzua. One person was allowed to speak, for no more than two minutes, on behalf of each candidate. The ballots were then marked and collected. The parliamentarian assisted by scrutineers left the Assembly to tally the ballots, while the meeting was continued.

2. James E. Alatis read the executive director's report which was received with gratitude and ordered filed.

3. Darlene Larson reported to the Assembly on the accomplishments of the past year and projects which are ongoing. (See page 4).

4. Joan Morley, chair of the Rules and Resolutions Committee, introduced members of the Committee and read five courtesy resolutions prepared by the Committee, all of which were adopted with applause (see below).

5. The results of the elections for nominating committee members 1983-1984 were announced as follows: Christine Bunn, Carole Urzua, Nancy Frankfort, and Linda Schinke-Llano.

Larson **Brown** **Handscombe** **Gertsbain** **Callahan** **Orem** **Schachter**

CONVENTION RESOLUTIONS

RESOLUTION ONE

Whereas **Darlene Larson** has directed the reorganized units and activities of TESOL with a sense of total commitment, indefatigable energy, and sometimes sharp and wily wit;

Whereas **Darlene** has devoted long and loyal service to TESOL as either chair or member of numerous committees, as writer and column editor for "It Works!" and as first vice president and president;

Whereas we are grateful **Darlene** saw fit early in her career to leave the pastoral tranquillity of Galesburg, Illinois for the excitement and turmoil of New York City, to the permanent advantage of TESOL and its thousands of members and their students; and

Whereas **Darlene's** unfailing vision in support of just and humane social, political, and cultural goals for TESOL has assured the organization's integrity and sense of itself as a force in the future;

Be it therefore resolved that TESOL express its gratitude for her service, its appreciation for her contributions, and its admiration for her as a person.

RESOLUTION TWO

Whereas **Jacquelyn Schachter's** exemplary work and publications span the history of second language acquisition;

Whereas **Jackie**, while unerringly producing "An Error in Error Analysis," has never erred in her dedication to the field of applied linguistics and language teaching;

Whereas **Jackie** has continued the tradition of excellence of the *TESOL Quarterly* and under her stewardship has maintained it as one of the foremost language journals; and

Whereas **Jackie** was a vigorous, dedicated editor, ever intent on raising publications standards and demanding the most from both the writers and the editorial board of the *TESOL Quarterly*;

Be it therefore resolved that TESOL, the writers and the readers, express their heartfelt thanks for the five years of dedicated work which **Jackie** *has devoted to the TESOL Quarterly.*

RESOLUTION THREE

Whereas **H. Douglas Brown** selflessly and capably assumed the TESOL presidency unexpectedly early, at a very sad time for us all, and presided for his extended term with strength, open mind and earnest consideration of all viewpoints;

Whereas with great wisdom, patience and humor Doug listened to all our ideas for reorganization and masterfully synthesized them into a sensible and sensitive plan;

Whereas **Doug** so willingly un-retired his blue pencil and so cheerfully lent his editorial expertise to the *TESOL Quarterly* as interim editor, and now has been persuaded to chair the publications committee for the next five years; and

Whereas our minds and our hearts have been touched with **Doug's** scholarship, warmth, and kindness;

Be it therefore resolved that we applaud **Doug** for his outstanding and continued dedication to TESOL and thank him for his willingness to share so much of himself with us.

RESOLUTION FOUR

Whereas **Jean Handscombe** and **Richard Orem's** creative energy and devotion to detail have produced an extraordinarily well-composed, well-orchestrated, and well-directed convention, while they have maintained steady and even composure throughout;

Whereas **Jean** and **Richard** and their many committees have put together a high-quality program of over 800 sessions which have kept us challenged and energized from seven to eleven;

Whereas **Jean** has converted her home into one giant TESOL filing cabinet (from the attic to the cellar) as she and her husband planned for not just one but two TESOL conventions, leaving Matthew and Susanna to maintain order and graciously answer the telephones; and

Whereas **Dick Orem** has given of his time and talents unsparingly, and having helped mastermind Midwest Regional TESOL, moved along to this year's international convention, bringing with him his expertise and his dedication;

Be it therefore resolved that TESOL say to **Jean** and **Dick**, "So have we not loved this conference, eh?" and

Be it further resolved that the membership express its sincere gratitude and its genuine appreciation for a singular job—well done!"

RESOLUTION FIVE

Whereas "March in Toronto? We'll freeze!" were our cries, / But we came to find sunshine, a welcome surprise! / The carefully planned program of white on white, / No longer symbolizes snow, but rather, clear light.

Whereas **Ian Gertsbain** and **Maureen Callahan**, the local chairs, and the hundreds of **volunteers**, both visible and invisible, have devoted countless hours planning and realizing the TESOL '83 Convention;

Whereas **Maureen's** experience in organization for TESOL Boston, and both **Ian's** and **Maureen's** expertise in running TESOL Ontario conferences has been so manifest in the excellence and efficiency of the services provided at this conference;

Therefore be it resolved that TESOL expresses its deepest thanks to **Maureen**, and to **Ian**, and to the **local committees** for their impressive performance, and for showing us that "Practice makes perfect."

FACILITATING AUTONOMY IN LANGUAGE LEARNERS

by **Anita Wenden**, *York College, City University of New York*

During a semester students often ask, "What can I do to improve my English?" Others seem to have pinpointed a problem, "How can I improve my vocabulary?" (Or writing, or pronunciation. . . .) Knowledge of a particular student's difficulties and experience, informed by a teacher's synthesis of the theory and research on second language learning, will usually provide the basis for the advice students are given. I am not questioning this method of responding to our students' queries. I would, however, like to propose an alternate source of information for consideration—students' self-reports on how they help themselves learn—and to describe how the semi-structured interview can be used to collect such information.

The first part of the interview should provide students with an opportunity to gain confidence in their ability to talk about themselves and their learning. Thus, questions most ESL students learn to answer soon after their arrival in an English speaking country can be asked: why they came; their planned length of stay; how they find studying English outside their native country. When students become relaxed, one can move on to the second part of the interview and a discussion of how students help themselves learn the language and develop facility in its use, i.e. their language learning skills. A grid, which students have been asked to complete before the interview indicating what they are doing and what language they are using each day from 8 a.m. to 8 p.m. in a typical week, is then examined. Settings where students usually use English are noted, and those settings they would like to discuss are chosen. For example, students with whom I originally used the interview chose to discuss work situations, home stays, TV, movies, newspaper reading, and special hobbies.

The following excerpt from the second part of one interview illustrates the range of topics covered by the questions as well as by the information that can be provided by students voluntarily. The interviewee is a Japanese business man who has just been assigned to the United States after two and a half years in Germany. His conversations with an American employee are being discussed. The initial question is intended to help him recollect the situation. (The numbers indicate a change in topic initiated by the interviewer: the letters indicate a change by the interviewee.)

Q: Who talks? Who listens?

A: I listen when the employee complains; I try to find a solution; I give him his assignment; he often comes back to me with problems.

(1)

Q: Are you comfortable with Him?

A: Yes. He speaks slowly, more slowly than others, so it's easier for me.

(2)

Q: Do you ever notice how he says things?

(a)

A: When doing business, I don't consider grammar. Mostly I try to get the meaning. It's not necessary to catch all the words.

Q: What about business vocabulary?

(b)

A: If he uses new words, I ask him the meaning. I stop the discussion. Then he uses another word—easier and the discussion continues.

(3)

Q: What do you do with that new word?

(c)

A: I am very old. My ability to learn by hearing becomes worse. But I'm trying.

Q: Do you use the words your employee has explained at another time?

(answer to 3)

A: No. It's better to write it down and try to use it. I can't remember if I don't.

Q: Have you learned anything else with him (other than vocabulary i.e.)?

Continued on next page

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Continued from page 6

(d)

A: I ask him to correct the sentences on important applications. He corrects my grammar.

(4)

Q: What do you do when he corrects the sentences?

No response.

Q: When you talk does he correct you?

A: Yes, and after business matters are over, he corrects me when we talk of personal matters.

(4 repeated))

Q: What goes on in your mind then?

A: I don't have to take notes (as he did in Germany) Because I speak English everyday. I try to understand the reason and check the reason and if it's not satisfactory, I ask him for the reason and he explains.

(e)

That discussion is helpful to understand grammar.

(5)

Q: When you talk with your employees what are you thinking of? about improving your English or about the meaning?

A: I think of the meaning especially business. I concentrate on the meaning not on grammar. I concentrate on his character. I try to decide how he will respond. This employee is passive and gentle and so I want to know if he understands my English.

(f)

I'm Japanese and sometimes I speak the wrong thing. Others ask me what I mean but he doesn't. He "feels" my English. I'm very careful to use the right sentence.

(g)

There are many ways to say things and I don't want to offend people. But I never

(h)

think about making mistakes. I don't care about making mistakes.

(6)

Q: Does talking with your employee help you improve your English?

A: Yes, because I can speak every day. So I can speak spontaneously. When I speak

(i)

only in Japanese I can't speak spontaneously. I must think in Japanese first.

What does such an exchange reveal about this learner's involvement in his learning? First of all, his answers to the questions illustrate how he feels in that situation and why (1); what aspects of the language he notices (2); his strategy for remembering new words (3) and for dealing with error correction (4); what he attends to during these conversations (5); his evaluation of this situation as a means of improving his English and the criteria for his evaluation (6). The unelicited information provided by the interviewee further indicates his general strategy for understanding the spoken language (a) and a more specific strategy for understanding the meaning of a new word (b); his beliefs about age and language learning (c); a strategy for communicating in the written language (d); an evaluation of his strategy for dealing with error correction (e); his awareness of the fact that he makes errors or inappropriate word choices (f) and that there is a relationship between language and setting (g); how he feels about making mistakes (h); and his awareness of how thinking in his native language affects his speaking (i). In sum, such an interview can reveal what aspects of their language learning experience learners attend to, how they assess or evaluate what they attend to, and the strategies they utilize to help themselves learn and acquire facility in the use of the language.

Information such as this can, then, serve as the focus of teacher-student conferences or of small group discussions during which students would be enabled to find answers to their questions about how they can improve their English or their writing or their pronunciation. The Japanese business man referred to in the excerpt, for example, might benefit from a discussion on age and language learning. Alternatively, since he also appears concerned about using language appropriately, helping him to devise strategies for selective listening could also prove useful. These strategies would enable him to take advantage of his social environment to learn the language specific to given social settings. Besides providing information that can focus student conferences, the actual participation in such an interview can give learners an opportunity to reflect upon their language learning experience and to become more aware and critical of themselves as language learners. In fact, it was the students who brought the usefulness of such an activity to my attention. Said one, "This is almost like therapy; now I understand why I did not learn English before." And another, ". . . very interesting; I'd never thought about all this before." Then again, another, when asked why she had agreed to be interviewed said, "I wanted an opportunity to think about how I learn and to see what I could do to improve."

Teachers are, therefore, encouraged to use the interview and the information it provides to help their students become more efficient and autonomous language learners. For, as Bruner has very wisely reminded us, " . . . . Instruction is a provisional state that has as its object to make the learner or problem solver self-sufficient. . . ." (1966:53)

REFERENCES

Bruner, J. *Toward a Theory of Instruction.* Cambridge: Harvard University Press, 1966.

Wenden, A. *The Processes of Self-Directed Learning: A Study of Adult Language Learners.* (ERIC Document No. ED 221 065)

JOB OPENINGS

Tokai University, Hiratsuka, Japan. EFL instructors for April and September 1984 needed. ESL/EFL M.A. and three years experience required. Weekly teaching load: six freshman English classes and two electives. Salary varies. The minimum is $16,500 U.S., no tax and other benefits. Two-year contract. Send vita, copies of diploma (B.A. and M.A.), undergraduate and graduate transcripts, and three recommendation letters by September for April 1984 and by February for September 1984 to: Takaji Tanaka, Chairman, E.D.O.L., Foreign Language Center, Tokai U., 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken, 259-12, Japan.

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Continued on page 16

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ON LINE

Edited by Richard Schreck
Heidelberg College

A person who is "on line" is engaged in giving instructions to a computer. Because the term suggests human control over computer activities, it seems satisfying as a title for a *TN* column dealing with computer applications in ESL. *On Line* will present articles by linguists working with computers and will attempt to focus on issues raised by its readers. Column articles of 800 to 1,000 words, responses to articles, and requests for articles on specific topics are welcomed and should be sent to: Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.

Computer-Assisted Language Learning Comes of Age

by David H. Wyatt

It surprises many language teachers to hear that computers have been in routine use for language learning since the mid-1970's. The reason for the general lack of awareness is easily understood: very few institutions were able to afford the expensive mainframe or minicomputer systems which were previously necessary to provide computer-aided lessons. Thus, computer-assisted language learning (CALL) has had little impact on our profession until now.

However, the 1983 TESOL Conference served as a dramatic demonstration that this situation is changing completely. Low-cost microcomputers, or personal computers, have become available as an affordable means of implementing CALL in any language teaching institution. Through both the academic presentations and the commercial exhibits, it became obvious that a small but rapidly-growing section of the profession is working on the development and use of microcomputer-based learning materials. The attendance at the many computer-related presentations—not even standing room was generally available—demonstrated that large numbers of ESL teachers are now interested in using CALL in their classrooms.

What impact is CALL likely to have on TESOL, and what materials are available at the moment? Let us briefly consider some main aspects of language instruction in turn.

- **Reading/Vocabulary** Computer-assisted learning techniques are likely to have a major impact on the teaching of reading. Indeed, recent textbooks using the 'reading skills' approach lend themselves so well to CALL that they might almost have been written for this purpose. Similarly, 'reading laboratory' materials can be directly transferred to the microcomputer, with considerable gains in terms of individualization, interaction, and motivation. At present, no microcomputer-based reading skills materials are available for ESL, although increasing amounts of courseware are being published for native speakers. Aids to vocabulary learning for ESL students are already on the market.

- **Writing** Microcomputers are expected to have a strong impact on the teaching of writing. Here, however, the computer will chiefly be used as a 'tool' in the writing process, operating in the role of word processor. (It should be noted that the same microcomputer can function in many different roles. It is the particular software in use at the moment—usually supplied in the form of diskettes—which determines whether the computer will operate as a learning aid, word processor, checkbook balancer, etc.)

As a word processor, the computer provides an ideal solution to the problem of getting students to incorporate and learn from the corrections you make to their assignments. Major and minor errors can very easily be corrected; if you feel that entire paragraphs should be moved around to produce a more logical structure, the student can achieve this on the word processor with just a few keystrokes before printing out a perfect final copy. If you wish, a complete spelling check can be made by computer and errors corrected even before you see the first draft. At the moment, although hundreds of word processors are available, none is adapted specifically for use with foreign learners.

- **Grammar** There is the area which has generated the most controversy so far, partly because most of the available material employs a structuralist approach. However, there is no reason *a priori* that courseware employing a notional-functional or communicative approach could not be developed. It seems likely that opinions will remain very much divided on this aspect of computer-aided instruction. Teachers who see a place in the curriculum for grammar-oriented materials will probably welcome the computer-based drill and tutorial as freeing class time for more communicative activities. Other teachers may reject this type of CALL in its entirety. Ironically, this is the type of courseware which is most widely available at the moment.

- **Listening/Speaking** Listening skills are one of the areas in which computer-aided learning holds most promise. The potential of a listening skills course based partly on videodiscs under microcomputer control is exciting, particularly for those methodologists who have recently been proposing introductory periods of listening and meaningful language input before requiring any extensive production by the student. Recent developments suggest that videodiscs and videodisc players will soon become standard, affordable educational equipment, but at present there is very little courseware available for language teaching.

On the other hand, speaking is an area in which CALL probably has very little contribution to make in the foreseeable future. Computers may be of help in limited roles such as in the analysis and correction of pronunciation problems. Work along these lines is already in progress, but there appears to be no usable ESL courseware as yet.

- **Testing** As far as objective tests are concerned, the computer is an ideal administrator, collator, and calculator of results and statistics. Computers are also potentially capable of more efficient and accurate testing through their ability to adapt interactively to the ability of the student during the testing process. Thus, although few interactive or traditional objective tests are yet available in computerized form, this state of affairs is likely to change very soon.

It is important to recognize that the situation with regard to availability of courseware is far from satisfactory. In some of the areas indicated above, the problem of *quantity*—simple lack of ready-to-use to use materials—will probably be solved within the next twelve months. However, the question of the *quality* of the courseware is also a critical problem, and it is here that we will increasingly need to focus our attention.

David Wyatt is an ESL consultant working in the Washington, D.C. area.

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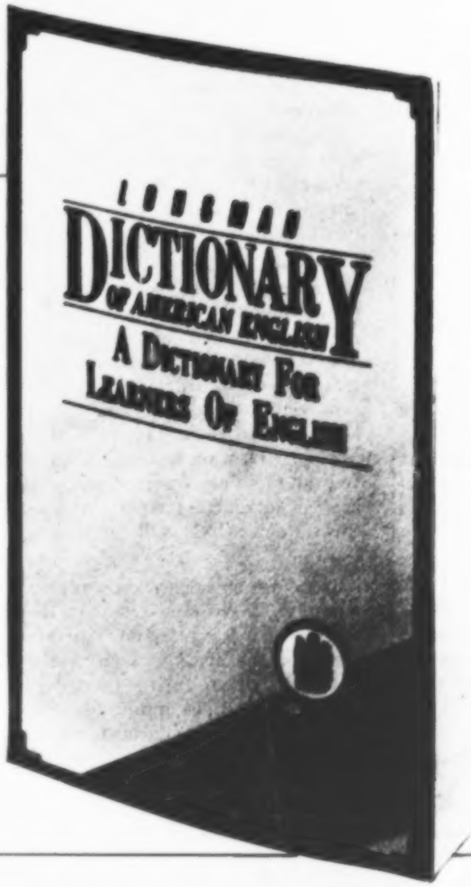

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THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

COLLECTIVE BARGAINING: AN UPDATE

by Linda Tobash
The English Language Center
LaGuardia Community College, CUNY

Professionalism. In the field of TESOL that word conjures up images of scholarly endeavors, educational ideals, meeting instructional commitments, fairness in the classroom, and a sensitivity to students' needs. However, where does fairness in terms of economic matters belong when one speaks of professionalism? Likewise, how does one address the areas of job security, salary, benefits, contracts, workloads, and grievance? Recognizing economic concerns as an integral component in any definition of professionalism, WATESOL submitted a resolution to the Legislative Assembly during the 1980 San Francisco TESOL Conference requesting study in the following areas: benefits, contracts, salaries, job security, grievance procedures, bargaining organizations, program approval, management training, job market survey and lobbying. This resolution was subsequently passed.

The passing of this resolution signaled that economic opportunity, along with academic growth and freedom, was an issue which the profession and the organization had to address. TESOL set for itself the task of gathering, compiling and disseminating information. In 1981 *Reports of the Ad Hoc Committee on Employment Issues*, which addressed the above areas, was published. This publication is available from TESOL. The purpose of this article then is to share with you information dealing with collective bargaining and bargaining organizations. This will not be the first time such information has been found in the *TESOL Newsletter*. This column, "The Standard Bearer," was specially created to address employment concerns aiming both to disseminate information and to provide the membership with a means by which it could react and voice concerns. This article will hopefully add to the information already shared and in some cases summarize it.

The words "union" and "unionization" (the term bargaining organization is a euphemism) cause many people, especially educators, to cringe. Michael Lehmann, President of the Union of the University of San Francisco in his address at the 10th Annual Convention (New York, 1982) for the National Center for the Study of Collective Bargaining in Higher Education and the Professions (NCSCBHEP), stated that faculty prefer to be called professionals, not employees. However, in truth, they can never own the business; they are employees. He further stated that governance vehicles such as the university senate, committees and peer review, which are really advisory in nature, give the impression of shared authority. However, in reality they only give shared responsibility. In light of this growing sentiment, there has been a greater movement in education toward collective bargaining as a viable and sometimes the only means to improve one's job situation. Organizations such as the American Federation of Teachers (AFT), the National Education Association (NEA), American Federation of State, City, and Municipal Employees (AFSCME), and the American Association of University Professors (AAUP) have been primary to this movement.

In short, collective bargaining is the system whereby a third party—a union, professional organization, or a specially appointed mediator—meets with employers to present and negotiate employee concerns, hopefully producing a better working situation. This third party acts as a representative for a "unit," a group of people who share common employment interests and conditions. The National Labor Relations Act (NLRA), which was instituted in 1935 to sanction the right of employees to unite and negotiate, sets guidelines as to what constitutes an "appropriate" bargaining unit and details conditions for bargaining. The National Labor Relations Board (NLRB) determines if a unit is indeed "appropriate." *A Guide to Basic Law and Procedures under the National Labor Relations Act*, published by the U.S. Government Printing Office, describes in laymen's language the Act as it pertains to the rights of employees, collective bargaining and representation, unfair labor practices on the part of employers and labor organizations, decertification procedures (literally, getting rid of an existing union), and enforcement of the Act. Private institutions fall under the NLRA; however, public universities or state systems are subject to state laws which vary from state to state.

In the October and December 1982 issues of the *TESOL Newsletter*, Myra Shulman and Salvatrice DeLuca explain in detail how the English Language Institute of American University, Washington, D.C., went through the NLRB process and successfully became an independent bargaining organization, ELIFA, which could negotiate its own contract. Some of the highlights of the agreement they negotiated include: formal recognition of ELIFA, a procedure for increasing or decreasing full-time positions, a job title of "language specialist," a step table for wages, wage increases averaging 13% for full-time employees and ranging from 40%-65% for part-time, paid sick leave for full and part-time, special leaves of absences with pay for full and part-time, a clearly stated substitution policy where the University provides and compensates substitutes, paternal and maternal leave, seniority scheduling, grievance procedures for full and part-time, and binding arbitration (reported at the Toronto TESOL Conference).

The process of establishing a group as a bargaining unit is actually extremely complex but to outline it briefly:

1. A group must become an "appropriate" bargaining unit as determined by the NLRB or state laws. In the case of educators, one of the criteria is that they be classified as non-managerial.
2. Thirty percent of the employees must sign a petition which is filed with the NLRB or the Public Employees Relations Board.
3. A hearing is held to define who is to be included in a unit, in other words, who can vote in the election of a representative.
4. Given that the unit has been found "appropriate", a secret ballot is held to determine if a union is desired and if so which one. This "representation election" can take place at any time.
5. If a majority of those voting go for a union, a union is formed.
6. Members are polled to decide collective bargaining demands.
7. Representatives meet with employers to start collective bargaining negotiations for contracts.

This entire process can become quite lengthy as seen by the situation in the California State University College System (CSU). After four years of intense campaigning, 80% of the vote in the secret ballot advocated unionization. However, neither of the competing agents, the University Professors of California/AFT or the Congress of Faculty Associations/NEA/AAUP, secured the necessary number of votes needed to become the bargaining representative. This led to a run-off election where again the votes were too close; thus, no bargaining agent for the entire system was designated.

Probably the most famous case and one which has had the greatest impact on university employees' ability to bargain collectively was the U.S. Supreme Court's decision in *NLRB v. Yeshiva University*, 444 U.S. 672, 1980. The Court held that the entire faculty at Yeshiva was managerial and thus not entitled to bargain collectively under the protection of the National Labor Relations Act. As reported in the August/September 1982 *NCSCBHEP Newsletter* (vol. 10, no. 3), since that time a great number of Yeshiva-like claims have been made. By September of 1982 nearly 50% of private institutions where collective bargaining activity was taking place had made Yeshiva-like claims challenging the right of faculty to organize and bargain collectively under the NLR Act. Indeed, the ramifications of this decision have been felt quite strongly. *The Chronicle of Higher Education*, a weekly newspaper which is a good source for current trends in collective bargaining in higher education across the U.S., reported in its April 28, 1982 issue that although faculty-union membership was at an "all-time high" with more than 157,000 faculty members belonging to certified collective bargaining units, in 1981 only *two* full-time faculty bargaining unions were certified. This is the lowest number in 10 years. The *Yeshiva* decision is without a doubt a contributing factor. The *NCSCBHEP Newsletter* contains updates on the institutions being affected by the *Yeshiva* decision.

Unionization is not the answer to everyone's problems; sometimes it only provides partial solutions. Indeed at times employees are literally stuck with a bargaining representative which does not meet their needs. "A collective bargaining relationship once begun, need not continue forever," say W. Krupman and G. I. Rasin in their pamphlet, *Decertification: Removing the Shroud* (available from Commerce Clearing House, Chicago, Illinois). This pamphlet discusses the extent of current decertification activity, NLRB election procedures, the extent to which employers can lawfully become involved in employee efforts to decertify an incumbent union and when they can do so. The process for decertifying an incumbent union parallels that of certifying one; however, there are some very important time stipulations:

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BARGAINING UPDATE

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1. Thirty percent of employees must sign a petition stating that they no longer want to be represented by the incumbent union. This petition should be filed 90 days before but no later than 60 days before the contract ends. If it is filed at other times, it is ineffective.
2. The NLRB holds a hearing to determine who can vote in the election.
3. The election is held.

The employer cannot initiate any decertification procedure; however, the employer can answer questions and once the petition has been filed and accepted by the NLRB, the employer can (but only at this time) legally campaign for a "No Union" vote.

Many issues are not being addressed both at the bargaining table and in the courts. Part-time issues are beginning to be emphasized in negotiations. The Supreme Court of Pennsylvania passed a ruling on the right of adjuncts to organize. The State University of New York has pro-rata part-time employees included in its negotiating unit. Pro-rata part-timers' fees and benefits are pro-rated according to the various functions they perform; they are members of the negotiating unit and are covered by the negotiated agreement. Nonetheless, part-time concerns are generally viewed ambivalently by unions today.

For those of you interested in collective bargaining, the Committee on Professional Standards has a subcommittee on bargaining organizations whose task is to gather and disseminate information. If you have any information to share or if you have any questions, please send them to:

Linda Tobash
The English Language Center
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101

I cannot quarantee any answers but can share any information we have.

There are quite a few sources one can refer to regarding collective bargaining. Some additional sources of information broken down by agency follow:

AFT, AFL-CIO: 11 Dupont Circle, N.W., Washington, D.C. 20036:

- *Handbook on the Structure and Function of College Unions*
- *Hard Times, Values, and Academic Unions*
- *How Collective Bargaining Works*
- *Statement on Part-Time Faculty Employment*
- *Statement on Tenure*
- *Tenure, Unionization and Collective Bargaining in American Higher Education: The Recent Experience*

Bureau of National Affairs, Customer Service Division, 910 DeCoverly Road, Rockville, Maryland 20850:

- *How to Bring a Case Before the NLRB*
- *Labor Relations in Higher Education: A Special Report*, 1982

Josey Bass, Inc., 433 California Street, San Francisco, California 94101:

- *Faculty Bargaining and Public Education*, J. Garbariao, et. al, 1977
- *Unions on Campus: A National Study of the Consequences of Faculty Bargaining*, 1972

National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010: This is one of the best sources and has the most up-to-date information. TESOL is a member of this organization.

- *Bibliography of Collective Bargaining in Higher Education and the Professions*
- *Contract Development in Higher Education: Faculty Collective Bargaining* by J.M. Douglas, 1980.
- *Directory of Faculty Contracts and Bargaining Agents in Public and Private Institutions (issued annually)*
- *Faculty and Administration: Five Issues in Academic Collective Bargaining* by M.K. Chandler and D. Julius, 1979

University Research Center, 121 Adams, Chicago, Illinois 60603:

- *How to Lose an NLRB Election*, 1974
- *Three Management Errors that Lead to Unionization*, 1971
- *Why Not Decertify Your Union*, 1977

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Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

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AFFILIATE/INTEREST SECTION NEWS

REPORT ON THE AFFILIATES

***Note:** The following report was prepared by John Haskell, March 1983.*

—Editor

In trying to up-date the *Handbook*, it seemed appropriate to get feedback from its users. A questionnaire was sent out in September 1982 to the affiliates asking them about the *Handbook* and their use of the Speakers List. At the same time it seemed appropriate to ask some other questions, especially as it turned out that in previous communications, the major problem seemed to be getting information to (and from) the right person in each affiliate.

Let me digress here a bit to suggest that if TESOL has spent money on a computer it ought to be able to keep any list up-to-date to the day. In any case, one set of items on the questionnaire was designed with the computer (and a hand-designed mailing list) in mind. It provides the name and address of the affiliate president, the date of succession (by month) of the successor (if there is one known), and the name and address of the successor. Any list continuing this information ought to allow the user of the list to figure out over a two year period who the current presiding officer is.

This does bring us to the problem of *whom* to write to. From the questionnaires it turns out that we have, again, not listened very carefully to our affiliates, not paid much attention to our own by-laws or policy statements (as listed in the *Handbook*), or been consistent in our communications with affiliates.

The by-laws state that the affiliate should have a liaison officer with TESOL (though *why* is not clear). Most, but not all, affiliates have them, and they are as often as not, *not* the president of the affiliate. The obvious question is why *are we not communicating with the liaison officer?*

The *Handbook* says that we encourage a permanent mailing address and yet we continue to send correspondence to the President's address, rather than the stated permanent mailing address in some cases.

What is the role of the liaison officer? My feeling is that we need to pay more attention here and that if nothing else, the mailing list for affiliates ought to include the name and address of the liaison officer as the primary mailing address. It should be noted that some affiliates elect a liaison officer for a three-year term thus providing a more permanent mailing address

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ELEMENTARY INTEREST SECTION NETWORK

The Elementary Interest Section is trying to get a list of the members of the Elementary Schools Interest Sections in local affiliates. Since many of the members of the interest sections are local teachers, many join the local affiliate, but not TESOL. Therefore, we'd like to create a network through which the national EIS can communicate with more members. If you have not sent a list from your local affiliate of the members in the EIS, please do so as soon as possible. Please send the list to: Carole Urzua, EIS Chair, MAT, Box 93, Lewis and Clark College, Portland, Oregon 97219.

COMPUTER-ASSISTED LANGUAGE LEARNING INTEREST SECTION FORMING

At this year's TESOL Conference in Toronto, the formation of a Computer Assisted Language Learning Interest Section (CALL-IS) was gotten underway through a public meeting held on Thursday, March 17th.

This meeting flowed out of the strong interest shown in CALL as demonstrated by the record number of CALL demonstrations, workshops and papers presented at this conference, by the high audience turnouts at these various presentations, and by the symposium on CALL which attracted people already active in the field from all over the world.

The founding meeting was attended by about fifty people, and by the end of the conference itself, more than 150 TESOL members had signed a petition urging the formation of a CALL-IS and declaring that they would check it off as their primary Interest Section.

The meeting's main priorities were to continue the good started at the conference by making sure an interest section was officially formed, by electing a steering committee, and by setting up a newsletter to keep members in touch with each other and the latest developments in the field.

The global reach of both ESL and the proposed CALL is reflected in the locations of the members elected to the steering committee: David Sanders, the chair of the proposed CALL-IS, is based in Montreal while the associate chair elected, Vance Stevens, is working in Honolulu. The other five members of the steering committee are: Paul Hardin (Tokyo), Roger Kenner (Montreal), Don Loritz (Iowa), Karen Price (Boston), and David Wyatt (Washington, D.C.).

After the election of the steering committee, two other committees were set up. One was a newsletter committee to put out an effective and useful newsletter, the second was an exchange or clearinghouse committee to propose ways by which members of the proposed CALL-IS might trade and share software in development.

It was agreed at the steering committee meeting held the following day, that each member would take on different responsibilities. It was also agreed that after an initial May mail-out to all signed up interest section potential members, that the first full-blown newsletter would come out in the fall of this year.

For more information on the proposed CALL-IS, to volunteer for either the newsletter or exchange committees, or to sign up on the mailing list for the CALL-IS and newsletter, get in touch with: David Sanders, 177 Goulburn Avenue, #6, Ottawa, Canada K1N 8E3, Telephone: (613) 993-0248 (day); (613) 230-1549 (evening).

UPCOMING AFFILIATE MEETINGS

June 15-18	SPEAQ 11th Annual Conference Montreal, Canada Queen Elizabeth Hotel
September 30-October 1	WATESOL 4th Annual Convention Georgetown University Washington, D.C.
October 13-15	2nd Rocky Mountain Regional Tri Arc Convention Center Salt Lake City, Utah
October 14-15	ORTESOL Annual Conference Portland, Oregon
October 20-22	3rd Annual MIDWEST Regional Conference Minneapolis - St. Paul Minnesota
October 21-22	WAESOL Fall Conference Seattle, Washington
October 21-23	NYS ESOL BEA 13th Annual Conference Smithtown Sheraton, Long Island, New York

AFFILIATE/INTEREST SECTION PAGE

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section Newsletters and send news items to her by the deadlines stated on the back page of *TN*.

SECONDARY SCHOOLS INTEREST SECTION: NEW OFFICERS

We would like the SSIS members who were not at the TESOL '83 Convention in Toronto, Canada to be aware of the following information: Howard Morarie, Jr. (3129 South Sherman, Englewood, Colorado 80110) is the new associate chair. The newly elected IS Council representatives are Sharen Huck (505 West Harrison, Wheaton, Illinois 60187) and Mona Sheraga (590 Park Avenue, Paterson, New Jersey 07504). The newsletter editors remain the same (David Barker, 355 Oak Street, Des Plaines, Illinois 60016 and Sue Morrisroe, 8631 North Keeler, Skokie, Illinois 60076). The SSIS Chair is Eric Nadelstern (98 Van Cortlandt Park South, Bronx, New York 10463). Questions you may have concerning SSIS should be directed to these individuals.

MEXTESOL

MEXTESOL held its annual convention in the Hyatt Regency Hotel in Acapulco on November 26-29, 1982. It was attended by over 1,000 members from the Republic of Mexico as well as international guests. The program was organized around eight separate themes with over 100 different events to choose from. MEXTESOL is really growing! In addition to the annual convention, MEXTESOL members also receive *MEXTESOL News* and *The MEXTESOL Journal*. *Journal* editors, Leslie Adams and David Howard, encourage contributions to the *Journal* from other TESOLers. Since so few MEXTESOL members were able to attend TESOL '83, they are especially interested in publishing papers presented at the Convention. Three copies of your typewritten, double-spaced articles should be sent to: *MEXTESOL Journal*, Nuevo Leon 213-102, Col. Hipodromo Condesa, 06170, Mexico, D.F.

Continued on next page

AFFILIATE/SECTION NEWS

Continued from page 13

REFUGEE CONCERNS SECTION: GOALS AND ACTIVITIES

Although we have met informally over the years, the 1983 TESOL Convention marked the first time that the Refugee Concerns Group met as an officially recognized Interest Section. In addition to sponsoring a range of stimulating sessions, the Interest Section held a Business and Planning Meeting and participated in the Special Interest Section Council. For those who were unable to attend, I would like to summarize the events which transpired and share our plans for the coming year.

Officers for 1983-1984

At the business meeting, the following people were elected and/or appointed: Chairperson: Elizabeth Mueller, American Council for Nationalities Service; and Associate Chairperson: Elizabeth Tannenbaum, Experiment in International Living.

Target Population of Refugee Concerns

In defining our target population, we are referring to those families or individuals who cannot, or feel they cannot, return to their homeland because they fear persecution on account of their race, creed, political opinion, or social status. In using the term "refugee," we are referring to all who consider themselves refugees, regardless of their legal status. Thus, the definition would include those labeled as entrants, asylees, and undocumented aliens, as well as those who have official refugee status.

Goals for 1983-1984

1) Create a mechanism to share information and experiences in the areas of research, program and policy. In addition, make use of existing newsletters, such as *Refugee Reports* and the *Southeast Asian Refugee Studies Newsletter*.
2) Educate the public as to the sociopolitical needs and concerns of refugees.
3) Develop effective lines of communication with public officials to ensure that programming and funding decisions are made with adequate professional input and support.
4) Disseminate information regarding trends in program and funding priorities at the national and state/provincial levels.
5) Create better linkages between the overseas and domestic ESL programs to ensure that the programs are complementary and mutually-supporting.

Planned Activities for 1983-1984

1) Send at least two additional "newsletters" to those who have expressed an interest in learning more about refugee programs. Although the format will be informal, it will provide an opportunity for readers to share resources and program ideas. In addition, we will be highlighting national policy issues as well as specific funding trends and program priorities in key states and provinces. Gail Weinstein will be coordinating the information exchange.

2) Work closely with the Sociopolitical Concerns Committee of TESOL to comment on pending legislation about refugees. The legislation may include the Reauthorization of the Refugee Act, proposed changes in the U.S. refugee program which would "block grant" funds to states on a per capita basis, and the Simpson/Massoli immigration reform bill. Elizabeth Mueller and Bill Reich, USCC, will be coordinating these activities.

3) Provide professional analysis and comments on the study of ORR-funded ESL programs conducted by Northwest Educational Labs. Linda Smith, CAL, Phyllis Berman, Riverside Adult Learning Center, and Vern Porter, Colorado Department of Education, will be working on this project.

4) Use the Interest Section as a liaison between the overseas intensive ESL/CO programs and stateside programs. Participate in meetings to ensure that the programs are linked programmatically and philosophically. Elizabeth Tannenbaum will assume lead responsibility in this area.

5) Encourage our constituency to participate fully in the next TESOL Convention by presenting a variety of workshops, demonstrations, colloquia and seminars. We all will assume responsibility for making next year's Convention stimulating and relevant.

What Can You Do?

As this is a new Interest Section, we are eager to hear from all of you. Does the Interest Section scope of activity address your professional needs? Please mail your comments and suggestions to: Elizabeth Mueller, American Council for Nationalities Services, 20 West 40 Street, New York, NY 10018.

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REVIEWS

Edited by Ronald Eckard
Western Kentucky University

RESEARCH WRITING: A COMPLETE GUIDE TO RESEARCH PAPERS

by Dean Memering. 1983. Prentice-Hall, Inc.: Englewood Cliffs, N.J. 07632. (218 pp., $5.95).

Reviewed by Macey Blackburn McKee
Western Illinois University

"Excited" may be a little strong as a description of my reaction to this book, but it is the most interesting and useful manual of its type that I have ever seen. I would like to call the attention of ESL teachers to the following features.

First, in addition to a complete and modern treatment of the MLA (Modern Language Association) documentation style, *Research Writing* covers the APA (American Publishers Association) equally thoroughly. Since most foreign students are in fields whose style sheets differ from the APA in trivial ways, I think that it is much more sensible to teach the APA style if one is not up to coping with the particular sheet from each field represented in the class. Use of the name and date method of documentation will help students with their reading in their major fields as well as with any research writing they do.

Second, the section on evaluating evidence is the best short treatment of this topic that I have seen. The exercise on "Can Apes Talk?" carefully takes the student (and teacher) through the necessary steps in evaluating evidence, including the one most likely to be neglected—the expertise of the person being cited.

The section on the use of the library is a good addition since not all schools provide library training adequate for the needs of the student from an underdeveloped country.

The careful delineation of the difference between student library research, which results in a documented essay, expert library research, and other types of research is a small, but to me important matter. Many foreign students go from a course of this type almost directly to the writing of a thesis. An instructor could build on this section to help such students learn to do the review of the literature section, which differs substantially from the usual freshman documented essay.

What I like best about this book is the inclusion of a section on fallacies in reasoning and argumentation (see Memering and O'Hare, 1980, for further explication and supplemental exercises), a topic not covered adequately in most writing books although it is common in reading books. The instructor could add *The Propaganda Game* (Greene and Allen) or his own version of such an activity to enliven what is often one of the dullest parts of students' education—as well as to teach them about other types of fallacious argument.

REFERENCES

Greene, Lorne and Robert Allen. *The Propaganda Game*. Ann Arbor, Michigan: WFF 'N PROOF Publishers.

Memering, Dean and Frank O'Hare. 1980. *The Writer's Work*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Macey Blackburn McKee is the curriculum director of the WESL Institute at Western Illinois University in Macomb. She also teaches ESL and TESL methodology.

WHADDAYA SAY? GUIDED PRACTICE IN RELAXED SPOKEN ENGLISH

by Nina Weinstein. 1982. ELS Publications, 5761 Buckingham Parkway, Culver City, California 90230 (68 pp., $2.95).

Reviewed by Arlene Malinowski
North Carolina State University

Among the large selection of supplementary ESL materials currently available, there is one in particular that deserves the attention of foreign language educators. *Whaddaya Say? Guided Practice in Relaxed Spoken English* offers a unique perspective on the teaching and learning of conversational spoken English. As the author aptly points out in her prefatory remarks: "The careful, clearly articulated (and often slower) language typically heard in class and the 'relaxed speech' so commonly heard outside it do not quite match. When students encounter this phenomenon, therefore, a communications breakdown usually occurs: what they expect to hear and what they actually hear are not the same thing" (p. viii). The aim of this text is to introduce non-native speakers of English to the relaxed language patterns that characterize spoken American English today.

Concatenations 'n Contractions

In the twenty relatively brief lessons that comprise the text, such common concatenations and contractions as *wanna* (want to), *gonna* (going to), *hafta* (have to), and *whacha* (what do you) are presented in context for listening practice. In the first part of each lesson, the relaxed pronunciation is contrasted with the corresponding careful pronunciation of a speech segment. The aural portions of each lesson are recorded on accompanying cassette tapes; students are requested to listen to the relaxed patterns and to repeat and actively reproduce careful speech. Although some aspects of the manual appear to be a bit advanced for the mere beginner, the text is adaptable to almost any instructional level, and its use would certainly serve to accelerate and enhance the development of listening comprehension in the large majority of ESL learning situations.

It is frequently said that the methods and materials employed in the teaching of English as a Second Language are in general more advanced than those used in foreign language courses (for the teaching of, for example, Spanish and French). Weinstein's contributions to the ESL curriculum is a good illustration of this point. For the proper comprehension of "real world language," whatever the target language may be, an understanding and analysis of the relaxed speech patterns of that language are essential. Lest we allow an unhealthy preoccupation with purism to obstruct our efforts to prepare our students adequately, we ought to, at every opportunity, make use of the kind of material that Weinstein's text contains. It would not, moreover, be in the least undesirable or inappropriate if writers of elementary and intermediate textbooks intended for other target languages were to follow Weinstein's example and provide us with similar supplementary materials for use in the foreign language classroom.

Arlene Malinowski is the program coordinator for French, Spanish, and ESL teacher education at North Carolina State University in Raleigh, North Carolina.

COUNSELING THE CULTURALLY DIFFERENT

by Dearld Wing Sue. 1981. John Wiley and Sons, 1 Wiley Drive, Somerset, New Jersey 08873 (291 pp., $25.95)

Reviewed by Janet C. Constantinides
University of Wyoming

All too often, I fear, ESL teachers know too much about structure and discourse analysis, about drill and exercises, and too little about how to most effectively communicate with their students. I'm not talking about the methods of teaching English; I'm talking about their expertise in cross-cultural communication. ESL teachers, especially beginning ones, realize that their students come from different language backgrounds; but they may be guilty of cultural (as well as linguistic) snobbism. That is, while they are teaching the target language, they may assume that they must also teach the culture of the mainstream society which uses that language. Generally, that assumption is an unconscious one. But that makes it all the more difficult to deal with. I would assert that one component in any ESL teacher's training should be a thorough awareness of the importance and implications of cultural differences. One way of helping to achieve that awareness is by looking at material outside the field of English as a second language.

Counseling the Culturally Different is written for counselors who work with minorities (Asian-Americans, Blacks, Hispanics, and American Indians). But it has relevance for anyone who teaches/tutors culturally different populations. The specifics given in the book deal with the four American minority groups listed; the general principles discussed can be applied to almost any cross-cultural learning, as well as counseling, situation.

Part I, "Issues and Concepts in Cross-cultural Counseling," discusses how counseling is "rooted in and cannot be separated from the broader sociopolitical environment." The same is certainly true of teaching/learning. Thus the counselor/teacher has to be aware of *both* her/his own cultural set and that of the client/student. Equally important is the perception of many clients/students that the counseling/teaching situation represents cultural oppression. The implications of that perception on the part of clients/students are explored in a chapter entitled "Barriers to Cross-cultural Counseling," in which Sue discusses culture-bound values, class-bound values, and verbal-nonverbal factors, using primarily the four minority groups as examples. But the discussion of certain "generic" characteristics of counseling is also a discussion of some "generic" characteristics of American culture. Anyone working with the culturally different should be aware of these characteristics and also of how the unconscious acceptance of them affects her/his interaction with those from other cultures.

The description of the "Culturally Skilled Counselor" (Chapter 5) should be required reading for all ESL teachers, especially new ones. The assertions Sue makes about the counseling process are immediately applicable to the teaching situation. For example, in the following description of the culturally skilled coun-

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selor, substitute the words "teacher" and "teaching" for "counselor" and "counseling."

> Cross-cultural counseling effectiveness is most likely to be enhanced when the counselor uses counseling modalities and defines goals consistent with the life experiences/cultural values of the client [student]. . . . The cross-cultural counselor must possess specific knowledge and information about the particular group he/she is working with. . . . The culturally skilled counselor must be able to generate a wide variety of verbal and nonverbal responses. . . [and] be able to send and receive both verbal and nonverbal messages accurately and "appropriately" [according to the cultures of the students] [pp. 106-9]

This section also explores relevant processes and goals which may be in conflict with those of the mainstream society.

Part II, "Counseling Specific Populations," focuses on the four minority groups. Each chapter is written by a counselor/ mental health professional who is also thoroughly familiar with the particular minority group. For ESL/ESD teachers whose students are Asian-American, Black, Hispanic, or Native American, this section contains a wealth of information that should be used to increase the effectiveness of the teaching/learning situation. It also contains explanations of why we often experience failure, or at best limited success, in working with some students from these culture groups (i.e., differences in world view, education/career expectations, learning styles, etc.). Each chapter presents both historical and cultural perspectives and then gives specific implications and suggestions for counseling. Again, the carry-over to teaching should be obvious.

The third part, "Critical Incidents in Cross-cultural Counseling," contains a series of fourteen vignettes portraying cross-cultural counseling issues/dilemmas with commentary on each one. Again, the situations involve only the four minority groups. But the suggestions made in the commentaries can be transferred to situations in which the same point of conflict exists between the client/student and mainstream American society (for example, the concept of time/punctuality, aggressive/passive behaviors, "I" vs. "we" decision-making and activity, etc.)

I recommend this book for anyone interested in interacting effectively with the culturally different, whether they be American minorities, foreign students and scholars, or immigrants and refugees. The specific examples deal with the four largest minority groups in the U.S., but the principles apply in all cross-cultural situations and the suggestions for mediating differences have application to many cultural groups. For inexperienced ESL teachers especially, the awareness of mainstream American culture and its implications for cross-cultural interaction in a teaching/learning situation explored in this book could be invaluable.

Janet Constantinides, an assistant professor of English at the University of Wyoming in Laramie, teaches ESL and conducts cross-cultural workshops for the faculty and staff.

The Book Review Editor is Ronald Eckard. Reviews and requests for guidelines should be sent to him at the Department of English, Eastern Kentucky University, Bowling Green, Kentucky 42101.

JOBS

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University of Hawaii at Manoa. ESL Department. Two visiting/temporary, 1-year and 1-semester appointments, full-time, beginning Fall 1983, pending position clearance. Minimum qualifications: Ph.D. (ABD acceptable) in appropriate field; experience in ESL graduate program; active research interests. ESL experience in Asia or Pacific Basin preferred. Duties: teach graduate/undergraduate courses in ESL: testing, ESL methodology/practicum, SLA, language analysis (phonology/grammar). Rank and salary dependent upon qualifications. Send vitae, references, publications to: Chair, Department of ESL, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822. Closing date: June 10, 1983 or when position filled.

Epworth, Iowa. Linguistics/ESL position opening in mid-August 1983 in a small Catholic college seminary in east central Iowa. Duties: teach applied linguistics in the liberal arts program; direct and teach in the Intensive Language Institute. Should be open to directing and teaching in a possible summer session. Qualifications: M.A. in linguistics; experience in administration and teaching ESL; cross-cultural experience and sensitivity desirable. Salary commensurate with qualifications and experience. Send application, resume and three references by June 30th to Brother Patrick Hogan, S.V.D., Director, Intensive Language Institute, Divine Word College, Epworth, Iowa 52045.

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new acquisition activities

Jami Ferrer & Patty Warner de Poleo

Bridge the Gap

A Three Tier Approach to Grammatically Structured Acquisition Activities

The authors have devised a three-tiered model for contextual, situational, communicative activities that tend to evoke only particular structures without opening a Pandora's box of communicative or structural problems.

TIER 1 Highly controlled exchanges in Tier One require only a simple 2-part communication between teacher and student or between student and student. Although Tier One activities might resemble traditional drilling, the highly active and personalized content shifts the focus from repetitious pattern practice to meaningful communication.

TIER 2 Activities in Tier Two require four-to-six part interchanges. In either whole class or small group activities, the teacher has a less dominant role. Students rely less on teacher prompting, and more on context to stimulate target structures.

TIER 3 Tier Three activities stimulate open-ended communication allowing for maximum autonomy and creativity on the part of the students. These activities involve students in prolonged conversation while continuing to provide practice of target structures. The situations are defined but allow for free exchanges.

Bridge the Gap is designed to bridge the gap between tightly controlled pattern practice of grammatical structures *in vacco* and spontaneous communicative discourse *in vivo*.

This Three-Tiered framework and the activities in ***Bridge the Gap*** were developed for ESL and field tested both in University and Elementary School settings. The authors have also found them to be invaluable in Special Education, native speakers who are delayed in language acquisition.

Bibliography.

0-88084-074-9 $9.95

materials by and for esl teachers

National Assessment REPORTS:
LINGUISTIC BACKGROUND, READING ACHIEVEMENT LINKED

It should come as no real surprise that in an English-speaking nation students from homes where English isn't spoken often have a rougher time with reading than those from English-speaking families.

But perhaps less expected is that the liability hits much harder for some of these youngsters than others.

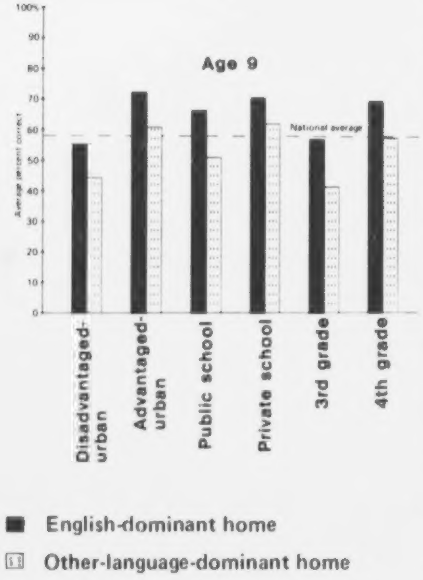
In a study of data gleaned from the latest reading assessment, National Assessment finds that some students from homes where English is not spoken often are much better readers than others. And some, in fact, read better than many students from English-dominant homes.

More than a mismatch

Differences are "not simply the consequence of a mismatch between students' home language and the language of instruction in the schools," the NAEP study notes. Performance of students from homes where English is not the dominant language varies considerably according to students' socioeconomic status and their racial or ethnic backgrounds.

Language spoken in the home is used as an indicator of language dominance since students included in National Assessment surveys must speak enough English to understand assessment materials.

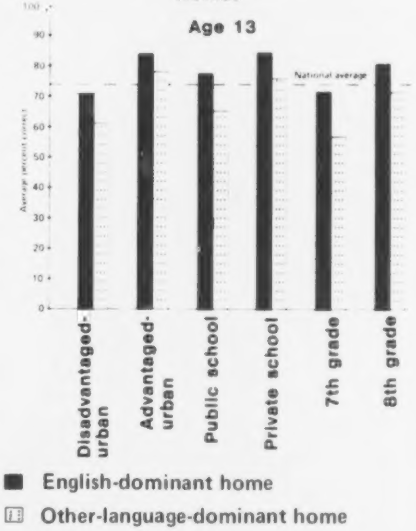
Reading Achievement for Students From English- and Other-Language-Dominant Homes



Background a factor

Surpassing the national average in reading comprehension are 9-, 13- and 17-year-old students from other-language-dominant homes who attend private schools or schools in advantaged-urban areas. Though they trail their counterparts from English-speaking homes, the gap shrinks as students grow older. Additionally, the gap between English- and other-language-dominant students attending private or advantaged-urban schools is smaller than the difference between English- and other-language-dominant students nationwide.

Reading Achievement for Students From English- and Other-Language-Dominant Homes



Data from the 1979-80 reading survey show that teenaged students from other-language homes who have a parent with education beyond high school are at or very close to national reading levels, outperforming those from other-language-dominant homes whose parents have less education.

Those attending schools in disadvantaged-urban areas read below national levels regardless of their language heritage. But students from other-language homes have an even greater handicap. Depending on their ages, these students are from 3 to 11 percentage points below disadvantaged-urban students from English-speaking families in reading skills.

Repercussions differ

Consequences of coming from an other-language-dominant home are not the same for students of different racial and ethnic backgrounds. Most other-language-dominant students are white or Hispanic; considerably smaller numbers are black, Asian, American Indian or others.

White youngsters from other-language-dominant homes have a strike against them when it comes to reading skills. At age 17, these pupils are about 5 percentage points below whites from English-speaking homes in reading performance.

For Hispanics, however, language spoken in the home doesn't appear to make much difference in reading abilities. For 17-year-olds, students from both other-language-dominant and English-speaking homes lagged about 9 percentage points behind the nation in reading skills.

Similar trends were apparent for younger Hispanic students.

Relatively few blacks come from other-language-dominant homes. Those who do have considerably more difficulty with reading than blacks from English-speaking homes, although both groups are below national levels.

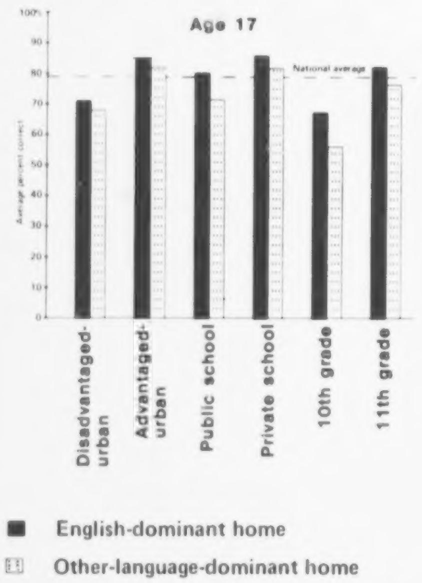
Approximately 13% of the 9-year-olds, 9% of the 13-year-olds and 6% of the 17-year-olds in the NAEP sample report a language other than English is often spoken in their homes. An additional 20-30% say another language is spoken some of the time. Since many 9-year-olds had trouble answering questions about the language in their home, percentages of 9-year-olds from other-language-dominant homes may differ somewhat from those reported.

Over two-thirds of the 17-year-old other-language-dominant students live in the Western or Northeastern region of the country. Nine- and 13-year-olds from other-language homes are more evenly dispersed around the country, although they are still more heavily concentrated in the West.

A double whammy

Students from homes where English isn't the dominant language are also much more

Reading Achievement for Students From English- and Other-Language-Dominant Homes



Note: This article is reprinted from the *National Assessment of Educational Progress Newsletter*, Vol. XVI, No. 1, Winter 1983. National Assessment is funded by the National Institute of Education, U.S. Department of Education. Single copies of the newsletter may be obtained by writing to: National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295.

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IT WORKS

Edited by Cathy Day
Eastern Michigan University

Two teacher techniques for use with students who can read come from "It Works" contributors. The first, from **Harvey Taylor,** of the Jian Hua Foundation, Hong Kong, is a reading comprehension exercise used to discover quickly who the better readers in his EFL classes are. He reports that his colleagues have also used the exercise and found it useful. However, he cautions that. . . "it only works if word doesn't get around beforehand from last term's students or the typist or someone else who's in on the gimmick." The passage follows:

ON YOUR MARK, GET SET, GO!
(A Reading Comprehension Exercise)

(1) The purpose of this exercise is to help the instructor tell how rapidly the members of this class read. Do exactly what you are told to do as you read. Are you ready? Please begin reading now.

(2) Read this paragraph as quickly as you can, but not so fast that you do not get the general meaning. Read the other paragraphs in this same way, but when you finish reading this one, skip over — that is, do not read paragraph three, which is the next one. Go right from here to paragraph four now.

(3) This paragraph discusses certain aspects of reading. Reading includes not only recognizing vocabulary and grammatical meanings but also comprehension of the general meaning of the passage. Are you able to understand the general meaning of this exercise so far? For example, if you are reading this paragraph after you have just completed reading paragraph two, you are losing valuable time. You have not followed the directions given to you in paragraph two.

(4) As soon as you begin to read this sentence, raise your left hand and keep it raised until the teacher tells you to put it down. You should continue reading now, but keep your hand raised until you see the teacher nod or motion to you to put your hand down. Some students may be reading paragraph three now. Their hands will not be raised until they get to this paragraph. Students whose hands are not yet raised may not be thinking carefully as they read, or perhaps they feel a bit embarrassed to raise their hand when others around them have not yet raised theirs. Are you one of the latter kind? In any case, by now everyone should have their left hands raised — are you sure you don't have your right hand raised? The instructions were to raise your left hand. Look around now and see if everyone else is finished.

The second technique comes from **Judy B. Gilbert,** California University at Hayward. She calls it "Vanishing Letters."

VANISHING LETTERS

This is a rainy day change-of-pace activity. The technique is based on the simple fact that a transparent red plastic sheet placed over red marks will make them disappear, if the reds are close in color quality. This principle could have a number of teaching applications, but I use it to demonstrate silent letters. According to some counts, nearly 1/5 of the words on a printed page contain silent letters. I have a poster with the words "Can ghosts talk?" painted in blue letters, except for the "h" and "l" which are in light red. There is a red cartoon ghost below. When red acetate is placed over the poster, the ghost disappears, as do the letters "h" and "l".

I show the poster and then ask the class to volunteer some words with silent letters, which I put on the board. Then I divide the class into teams, giving them about 10 minutes to think of more such words. It is best to rule out silent vowels because they can get too tricky: for instance, "does". When the time is up, the teams dictate their lists to me. Since the words generally are thought of in groups (fight, light, might) this produces good patterns on the board. The team activity is an excellent opportunity for students to teach each other.

After the words are on the board, I give each student a small red pencil (actually, half of a pencil) and a small piece of red acetate. Since you can cut 8 of these from a clear report cover, the cost per student is low, and you can collect this "kit" for use with other classes. Each student can now make a list from the board, being careful to change from pen (or ordinary black pencil) to red when writing the silent letters. The red pencil must be pressed very light for this game to work. Demonstrate with chalk on the board.

This exercise requires accurate attention. If they do it carefully, when they put the red plastic over their writing, they will have a read-aloud script with blank spaces to remind them of the silent letters. The technique uses both the concentration required to change pencils (and write lightly) and the visual image of the blank space, to focus attention on the point being learned. The physical effort is added to mental recognition, to fix the silent letters in memory.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works,* Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

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ON TESOL '82

PACIFIC PERSPECTIVES
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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

INTERNATIONAL STUDY GROUP FORMED

At the TESOL Convention in Toronto, a number of affiliate representatives and individuals who are concerned about questions relating to the interface between TESOL and its affiliates within the United States ("domestic") and affiliates and individual members outside the United States ("non-domestic") met.

As a result of this rap session a study group was formed to explore the needs and interests of affiliates and individual members outside the U.S. As I see it, the Teaching English Abroad (TEA) Interest Section exists to serve the interests of American TESOLers who work in other countries (i.e., "abroad") for a period of years. There is, however, currently no body within TESOL which serves the interests of non-American TESOLers (who are, in fact, not "abroad" but very much at home) or American TESOLers who have made their permanent home outside the U.S. There are 17 non-domestic TESOL affiliates, but many of them find representation at the annual convention difficult, and they have little liaison during the year with TESOL.

During the next year, the group plans to study the specific problems which were raised at the rap session, through an informal exchange of correspondence, and through this column. It also wishes to be made aware of other problems perceived by the non-domestic TESOL affiliates and by individual non-domestic TESOL members so that by the time of the TESOL Convention in Houston (March 6-11, 1984) as complete a picture as possible will be available. Thus far the study group consists of Terence Carroll, Washington TESOL, ex-TESOL Greece and ex-TESOL Portugal; Liz Hamp-Lyons, TESOL Scotland; Greg Larocque, TESL Ontario; Robert Ramsey, Arizona TESOL, ex-TESOL Spain; Thomas Robb, JALT (Japan); Denise Staines, TESOL France.

We plan to organize a session on the international role and concerns of TESOL at the convention in Houston. It is proposed that this session have two parts: (1) A keynote speech followed by brief reports from non-domestic TESOL affiliates and individual non-domestic TESOL members on specific problems for TESOLers in their region, and how TESOL has helped/might help ease those problems; (2) A working session during which the major issues which have emerged during the year will be reviewed, and concrete proposals prepared for the TESOL executive board or affiliate council.

We hope that the work of the study group during the year and at the convention will result in a clearer definition of the relationship between TESOL and its affiliates outside the United States which will be beneficial to the TESOL organization as a whole. Anyone interested in joining the group, or who wants to bring a problem to our attention, may contact us through Liz Hamp-Lyons.

Any non-domestic affiliate or non-domestic member in a region where there is no affiliate who is interested in having input to the session in Houston may write to Liz Hamp-Lyons. Write (1) a brief indication of the topic of the proposed presentation, and (2) a statement of interest in attending will suffice. Your letters must reach Edinburgh by August 8th.

REPORT: RAP SESSION ON THE INTERNATIONAL ROLE OF TESOL

Those present raised a range of concerns on behalf of Affiliates and members outside the United States. The major areas of concern were:

1. Representation.

A need for more representation on the TESOL executive board was expressed. The first vice president acts as liaison with affiliates, but this is only for one year and encompasses both domestic and non-domestic affiliates.

2. Funding.

Affiliates dues are payable in U.S. dollars, and this is a real problem for some affiliates outside the U.S. Alternatives are being considered, according to John Haskell. In addition, some non-domestic affiliates are unable to fund a representative to the annual convention, and this is detrimental both to the affiliate and to TESOL as a whole. ("The affiliates *are* TESOL." John Haskell) The TESOL executive board is giving attention to ways in which poorer affiliates (non-domestic and domestic) can be helped to get maximum benefit from TESOL and to share their areas of strength with it.

3. Publications.

The suggestion of a third publication pitched between the *TESOL Quarterly* and the *TESOL Newsletter* was made but not widely accepted. Submissions to the publications from non-domestic contributors are welcomed when they are received. Alice Osman pointed out that the *TESOL Newsletter* is not copyrighted and therefore affiliates anywhere may reprint from it.

4. Regional Conferences.

Many people were in favour of holding regional conferences, e.g. for Europe, Asia, Latin America. These will be welcomed by TESOL, too, who will do everything they can in support of such conferences. Regional conferences would attract major speakers from a wider area than national conferences can usually expect, and would play an important role in sharing the expertise within TESOL more widely.

5. Annual Convention.

A number of practical suggestions were made, to increase the international relevance of the annual convention, and to increase the sense of participation in it for international members. These have been passed to the program chair for TESOL/Houston. In particular it was agreed that sessions which are expected to be of special relevance to participants permanently based in non-U.S. teaching situations should be so indicated in the convention program. Efforts will be made to arrange the video-recording of at least some of these sessions, and to make the videotapes available for loan to affiliates, so that the majority of TESOLers who cannot get to the annual convention can have an opportunity to experience some of the major presentations.

6. Information (out).

It was suggested that TESOL play a more significant part in the dissemination of professional information (e.g., on research in progress; teacher training consultancies and literature; materials and critiques of materials). No suggestions as to how this could be done were made.

7. Information (in).

It was pointed out that TESOL as a whole would benefit from the wider sharing of information about the work and concerns of non-domestic affiliates and of non-U.S. TESOLers working in their home countries. An interest in learning about the sociopolitical concerns of TESOLers outside the U.S. was expressed.

8. Cost.

John Haskell reminded us that TESOL receives $37.50 a year from each affiliate—domestic or non-domestic. Many members of affiliates, especially of non-domestic affiliates, are not individual members of TESOL. It is difficult for TESOL to provide an extensive support system for affiliates from such a limited income. This point was generally accepted. A number of people expressed their feeling that the benefits of affiliation with TESOL are intangible, not concrete (*moral* support; identification with a group of fellow travellers; membership in a professional network . . .)

Hosting the rap session were: John Haskell (President '83-'84); Liz Hamp-Lyons, Terence Carroll, and Robert Ramsey.

Report submitted by Liz Hamp-Lyons

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

Dozens of questions were asked and answered about teaching English in China at TESOL/Toronto. Many individuals found the opportunity they sought—a teaching position in China.

TORONTO THE GOOD

Continued from page 1

Some people go to 30 sessions during a conference. (The truly obsessed could have made 48!) Some don't go to any. Most go to some. Careful pre-selection in the schedule is helpful, to balance the ones "I really ought to go to" with something you don't have to worry about implementing in your classroom tomorrow, or trying to fit into your review of the literature. Take in a little research to see what's going on behind the day-to-day scenes, and take in some classroom techniques so you don't lose sight of your ultimate clients.

Session consumers are session producers too. From old hands—"Let's see what he's up to this time"—to new ones—"What do you mean nobody's going to be at your session? I'll be there ready to clap!" Presenting in styles as different as reading every single word to storytelling in a magic coat.

If the sessions included an apparent hodgepodge of everything, there were still clear indications of general directions in the field. One writing specialist: "I'm happy to see that, in general, the emphasis in composition teaching and research is moving away from discrete errors only, to an examination of the thinking process of writing, the holistic composition."

For an even better idea of what the forest is looking like for those wandering around the trees, the plenary sessions this year were epitomous examples of overviews. Despite their varying titles and subject matters, there was a clear message coming from the plenaries this year. New methods are good, stimulating, exciting and workable—don't be scared to try them and don't be overwhelmed. At the same time, don't go off half-cocked, or throw babies out with the bathwater. Just because a method is "old-fashioned" doesn't mean it doesn't work any more. A judicious balancing of "There's nothing new under the sun" and "How does that apply to computer technology?" There was no doubt that computer-assisted instruction and learning was *the* hot topic this year. People went to CAI sessions mostly out of interest and excitement at what these machines can do, but also perhaps out of a lurking panic that terminals will throw us

Continued on next page

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Continued from page 20

The TESOL gavel passes from ex-President Darlene Larson to President John Haskell.

Partrick Early of the British Council addresses a plenary session.

Earl Stevick, enjoying a relaxed moment, discusses a point with a fellow TESOLer.

all out of work in a brave new world of TESOL. How will we respond?

Everyone has a pet area in the TESOL arena. The interest section sessions and business meetings of all kinds produced some of the most passionate debates and emotions of the whole convention. People concerned about, say, adult education, are not thinking this is the only topic of importance, but wish to go most deeply into an area which requires, as all worthwhile subjects do, a dedicated bunch who are willing to sit down and hammer out the policies and position papers that affect their fields. The same goes for the sociopolitical concerns committee, the professional standards committee, all those committees from whose work all of us benefit. One of the great advantages of having so many people in TESOL is that there's something for anyone's plate. The business meetings, for example—deadly dull and boring, unconnected to the classroom, for some. Powerful, exciting, basic and important processes for many others.

Let's not forget the exhibit halls downstairs. For most of us, the best possible chance to see what's happening in the publishing world. What can we use? What can *they* use? We complain—the books are irrelevant, boring, out-of-date, and almost always too expensive. And then we buy as many as we can and hope our school boards will realize that this is terrific stuff. ESL teachers are without a doubt among the most inventive and interesting, as well as dedicated, classroom practitioners in the world. (Anyone who doubts that had a golden opportunity to see some of the best in action during the educational visits.) But what a kick to find a book that's just what the doctor ordered, something we can use without spending our usual hours of revision on it. And if there's nothing new or suitable—why don't you write something? A humble and modest lot, ESL teachers: "Well, I've got these folders full of things for my students, but they're only hand-done." The teacher-made materials were creative and solid—not just charming.

And let it not be said that TESOLers don't know how to have a good time. Rising to the warm challenge of Toronto, we wined, dined and boogied, skated, fêted and shopped. Isn't it wonderful to have a professional excuse to try as many different ethnic restaurants as possible, "Just in case I go there" or "So I can discuss their native foods with my students."

Who would go to a whole convention and not go to sessions—except their own!—or even restaurants? The convention staff, among the most dedicated of TESOL worker bees, maintaining the convention hive. If you really try to envisage the amount of planning and work that went into TESOL '83, your mind must stop, boggled at the start. What do people who've spent the last ten hours handling problems from finding cardboard and new registration tags to re-scheduling sessions, covering for no-shows, and getting all the projectors in the right rooms, not to mention putting out the *Convention Daily*, get out of the whole scene? "The convention came to me! I met more people than I could have just walking around, and I felt I was part of this whole thing."

onvention Daily Staff

"Part of the whole thing." "A professional among professionals." "I learned something." "I met someone." Forty-two hundred people, from over sixty countries, have 4200 different reasons and experiences and backgrounds and benefits. To a large extent, what you get out of a TESOL convention depends, like most of life, on what you put in. Not money, not time, not the distance travelled. But energy, people, caring, attention, learning, that's what the convention is about.

Yes, I'm exhausted, but I'm invigorated too. Sick in the nose, but full of healthy and vigorous ideas. A bit run-down, but my professional batteries charged. Old colleagues and new ones, becoming friends, people I can't wait til next year to see. A different place means even more new people. Going to TESOL conventions—that's not penury, it's a treasure trove. See you in Houston!

Special introductions at the Salute to Members Banquet: (From left to right) Virginia French Allen, Mary Ashworth, and Mary Finocchiaro.

NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

MINNESOTA HOSTS THIRD MIDWEST TESOL CONFERENCE

The third annual Midwest Regional TESOL Conference will be held on October 20-22, 1983 in Minneapolis, Minnesota at the Radisson South Hotel. MinneTESOL invites you to the Land of Sky Blue Waters to participate in a stimulating program of professional and personal enrichment. The conference is being held simultaneously with the fall convention of the Minnesota Council on the Teaching of Foreign Languages (MCTFL) which will allow for a wide array of presentation topics and opportunities for personal interaction with teachers from various language disciplines. One registration fee will entitle attendees to participate in all aspects of either conference. Among the featured speakers will be John Haskell, current president of TESOL, Joan Morley, deputy director of the English Language Institute at the University of Michigan, Protase "Woody" Woodford, coauthor of the ESL series *Bridges to English*, Jesse Soriano, Director of the U.S. Office of Bilingual Education, and James Alatis, executive director of TESOL.

Music and art forms from various ethnic groups will be displayed throughout the conference, and rap sessions and social events are planned to give participants a means of getting acquainted and sharing ideas.

Members of TESOL affiliates in the states and provinces around Minnesota will receive conference registration material this summer by mail. Others may request information by contacting: Joyce M. Biagini, St. Paul Public Schools, 360 Colborne Street, St. Paul, Minnesota 55102.

AN ANNOUNCEMENT OF INTEREST TO COMPOSITION AND WRITING TEACHERS

Articles on teaching composition and writing sought for special issue of the *TESOL Newsletter*

Descriptions of successful classroom practices in dealing with the process of teaching writing and composition to students at all age levels—elementary, secondary, adult and higher education—are invited. Include a brief description of the theoretical basis of the activity. The articles will appear in a special refereed 16-page supplement of the *TESOL Newsletter* at the end of the year. It will be headed by Guest Editor Ann Raimes of Hunter College, CUNY.

Articles should be original works although they may be based on previously made conference presentations which have not yet appeared in print. Manuscripts are to be typed double space and limited to 3000 words although shorter papers are equally welcome.

Send four copies by July 15th to: Alice H. Osman, Editor, ***TESOL Newsletter***, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101.

INTERCULTURAL RESIDENCY PROGRAM AT LESLEY COLLEGE

A new program at Lesley College Graduate School offers certification or a Master's degree in Bilingual/Bicultural Special Needs. This 15-month program includes two intensive summers on campus, and an academic year of independent study and supervised practical experience in the student's home setting.

The Intercultural Limited Residency Program is especially for those interested in serving students and families who are linguistically, culturally, and/or dialectically diverse. Some scholarships and loans are available. Information from: Dina Comnenou, Program Director, Bilingual/Bicultural Special Needs, Lesley College Graduate School, 29 Everett Street, Cambridge, Massachusetts 02238. Telephone: (617) 868-9600, extension 140.

OKTESOL ANNUAL CONFERENCE CALL FOR PAPERS

The Second Annual OKTESOL Conference will be held at Oklahoma Christian College in Edmond, Oklahoma, on November 12, 1983. The Program Committee invites the submission of abstracts for twenty or forty-five minute presentations. Please submit three copies of the one-page abstract, titled but anonymous, to: Dr. Bruce Southard, Oklahoma State University, English Department, 308 Morrill Hall, Stillwater, Oklahoma 74078. Include a 3 x 5 card with the title, your name, and address. Deadline for submission of abstracts is August 31.

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Continued from page 22

JALT JOURNAL *CALL FOR PAPERS*

The Japan Association of Language Teachers (*JALT*) *Journal* is now accepting contributions of general import to language education. Both practical and theoretical articles are welcome, especially those addressing: 1) curriculum, methods, and techniques; 2) classroom observation; 3) teacher education and teacher training; 4) cross-cultural studies; and 5) language learning and acquisition.

Manuscripts should not exceed 20 typed, double-spaced pages. References should be placed in the body of the text in parentheses with the author's last name, date of the work cited, and page numbers where appropriate.

Submit three copies of the manuscript, an abstract of less than 200 words, and a biographical sketch of less than 50 words. Submissions received before July 1, 1983 will be considered for the Fall 1983 *JALT Journal*. Those received by December 1, 1983 may be accepted for Spring 1984. Manuscripts will not be returned. Direct all manuscripts and enquiries to: Patrick E. Buckheister, Co-editor, *JALT Journal*, Nanzan Heights 13, 18-8 Gokenya-cho, Showa-ku, Nagoya 466, Japan.

REPORT: SYMPOSIUM ON COMPUTER-ASSISTED LANGUAGE LEARNING

At this year's TESOL Conference a day-long symposium on Computer-Assisted Language Learning was organized and chaired by David Sanders and Roger Kenner at the invitation of Jean Handscombe, Program Chair. The morning session was a closed working session among some forty invited participants already active in the field. The afternoon session was an open plenary followed by a "poster session," to which people came to find out more about CALL.

The morning session was sub-divided into two major areas: a) courseware development and evaluation and b) systems and authoring languages. At each session, three speakers gave 20-minute papers followed by small group discussions on the various points raised in them.

There were some differences of opinion on the role of CALL in the school. Some people saw it as a tool under the teacher's control which might function as an electronic blackboard and would be tightly integrated into a given course, while others felt its proper role was as a student-centered resource activity.

Many people questioned much of the courseware and software currently being offered. It was felt that most of what was available did not reflect the concerns of teachers interested in promoting communicative competence, and that CALL suffered from what the co-chair of the symposium, David Sanders, called the syndrome of "hardware in the 80's and courseware in the 60's." Many of the materials commercially available were firmly in the audio-lingual, stimulus-response tradition even if the machines they ran on were the latest products of the microcomputer revolution. One strong antidote to this distressing tendency was seen in the work of John Higgins of the British Council. He and his colleague Tim Johns of the University of Birmingham, England have developed a large number of lessons designed to be challenging and stimulating.

It was clear from the discussions held among the systems people that the present jungle of machines which were incompatible was likely to continue into the foreseeable future. There was some encouragement, however, in the development of more teacher-friendly authoring languages which would enable teachers with little or no programming experience to put their own material onto whatever brand of computer their school had bought.

Despite many differences of opinion and emphasis among the participants, it was generally agreed that the road to acceptance of CALL by the language teaching profession led through the classroom teacher. For any system of CALL to be successfully adopted and enthusiastically used by students, the average classroom teacher would have to be thoroughly integrated into the process.

At the end of the symposium, the participants felt that one of the major benefits of the day-long session was the opportunity to talk to people active in the field. There was enthusiastic endorsement of the idea of setting up an official Interest Section for Computer-Assisted Language Learning to carry the work forward between conventions and to give all TESOL members access to the information and developments in this growing field.

SYMPOSIUM ON SPANISH AND PORTUGUESE BILINGUALISM

The State University of New York at Buffalo will host the VII Symposium on Spanish and Portuguese Bilingualism, October 14-15, 1983. Papers are invited on all aspects of bilingualism with Spanish or Portuguese as one of the languages in contact, including linguistic, neuro-, psycho-, sociolinguistic, cognitive and educational problems, as well as on the teaching of English to speakers of Spanish or Portuguese for presentation at the Symposium. Send title and one page abstract, indicating time (maximum 20 mins.) by August 1, 1983 to Wolfgang Wolck, Bilingual Symposium, Department of Linguistics, State University of New York, Buffalo, NY 14261. The Symposium is sponsored by the Departments of Linguistic and Modern Languages, the Bilingual Education Program, and the Intensive English Language Institute of SUNY/Buffalo.

TESOL NEWSLETTER EDITOR ANNOUNCES PLANS FOR EXPANDED ISSUES

Beginning with the December 1983 issue, the *TESOL Newsletter* will periodically publish expanded issues with special pull-out supplements devoted to specific classroom topics. Approval for the plan *TN* Editor Alice Osman outlined was formally given by the TESOL executive board at its March 19th meeting in Toronto. The first issue planned will center on writing and composition (see announcement on page 22). The guest editor of the 16-page supplement will be Ann Raimes of Hunter College, the City University of New York (CUNY), who will be assisted by an editorial and advisory board composed of Gay Brookes, the Borough of Manhattan Community College, CUNY; Sandra McKay, San Francisco State University; and Vivian Zamel, University of Massachusetts.

A steering committee made up of *TN* editorial staff and advisory board members will assist in shaping directions and future topics for the supplementary sections. On the committee are Richard Allwright, University of Lancaster; Douglas Flahive, Colorado State University; Mary Hines, Teachers College; and Jean McConochie, Pace University. Aaron Berman, director of TESOL development and promotions, is also serving on the committee. The *TN* editor is the chair of the steering group.

***TN* readers who are interested in having special topics addressed in future supplements are invited to write to Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025.**

ESL NEWSPAPER IN B.C.

At the annual TEAL Convention in March 1981, interested parties first gathered to discuss the dream of creating an ESL newspaper along the lines of *Newcomer News* in Ontario. Today, the dream has become a reality. The paper is called *The Westcoast Reader* and is edited by Joan Acosta of Capilano College (2055 Purcell Way, North Vancouver, British Columbia, V7J 3H5 Canada). The educational potential of the newspaper is finally being realized. ABE instructors and regular ESL teachers K-12 are using the paper in great numbers in their classes. TEAL would be interested in hearing about other affiliates who have newspapers for ESL students. Please contact the editor of *The Westcoast Reader* at the address above.

TESOL '84 COLLOQUIUM: RESEARCH ON LEARNER STRATEGIES

A second colloquium on Research on Learner Strategies is being organized for TESOL '84 (Houston, March 6-11) by Carol Hosenfeld, Joan Rubin, and Anita Wenden. The colloquium intends to address the following: (1) Theoretical issues related to this type of research, i.e., role of memory, nature and extent of learners' conscious enterprises, relation between explicit and implicit learning; (2) Research projects on specific aspects of learner strategies; (3) Practical applications of the research and/or projects that train learners to learn more efficiently and autonomously (learner training).

If you are interested in participating, please send an outline or summary of your proposed contribution to: Anita Wenden, 97-37 63rd Road, Apt. 15E, Forest Hills North, NY 11374. **Deadline:** August 1.

TESTING AND EVALUATION IS THEME OF TESOL SUMMER MEETING
JULY 21-23

Testing and evaluation of ESL instruction in programs at all levels—elementary, secondary, higher education and adult education—will be the focus of papers and workshops given at the 1983 TESOL Summer Meeting. The three-day conference will be held at the Ontario Institute for Studies in Education in Toronto.

Keynote speakers are Ronald MacKay, Concordia University, Montreal; John Sinclair, University of Birmingham, England; Lyle Bachman, University of Illinois; Michael Long, University of Hawaii; Carole Urzúa, Lewis and Clark College, Portland; and Michael Canale, O.I.S.E.

On-site registration is $20 U.S. Pre-registration by June 30th is encouraged (see April *TN* insert for form and details). Address correspondence and questions to Richard Handscombe, Program Chair, (see back page of this *TN* for address). See you in Toronto, eh?

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JOBS

Continued from page 16

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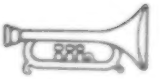
Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at its programs in Riyadh and Tais. Please direct inquiries to: Robert Ventre Associates, Inc., 2 Inn Street, Newburyport, Massachusetts 01950. Telephone: (617) 462-2250.

Kingdom of Saudi Arabia, King Saud University. EFL/ESL instructors and lab technicians needed for 1983-84. Instructor qualifications: M.A. in TEFL/TESL; one year's university experience—or B.A. with diploma in ELT; one year's experience—or B.A. in English; three years' ELT experience. Lab technician qualifications: B.A.; three years' A-V experience. Benefits: free medical/dental care; furnished accommodation; children's educational allowance; pre-paid annual leave (technicians, 45 days; instructors, 60 days); yearly round trip air tickets. Send application, resume and copies of academic/specialized experience credentials to: Director of C.E.L.T., College of Arts, King Saud University, P.O. Box 2456, Riyadh, Saudi Arabia. Send second resume/credential copy to: King Sand University Office, Attention: Geraldine Malone, 2425 West Loop South, Suite 450, Houston, Texas 77027.

Terre Haute area, Indiana. ESL instructor sought to teach and do personal and academic counseling in its English Language Institute and to teach part-time in the Spanish Department. Responsibilities include teaching, counseling, interpreting and translating institute materials and communications with students and families. Applicants must be completely bilingual in Spanish and English, familiar with Latin American culture, have an M.A. in ESL, some formal training in counseling, and experience teaching Spanish on the college level. Send resume, transcripts, salary requirements and three references by July 1st to: Academic Vice President, St. Mary of the Woods College, St. Mary of the Woods, Indiana 47876.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.



CALL FOR 1984-1985 NOMINATIONS

A call for nominations is being issued by the Nominating Committee for the 1984 TESOL election, which will be the first to be conducted according to the reorganizational changes in the TESOL Constitution and Bylaws (approved May 4, 1982 in Honolulu). Changes that directly affect the election apply to the nomination procedure for Executive Board and Nominating Committee positions.

The Nominating Committee announces that nominations are open for the offices of first vice president, second vice president, and for the first time, a member at large for the Executive Board. The Affiliate Council and the Interest Section Council each nominated its candidates for the two other Executive Board positions at their respective meetings during the Toronto conference in March, 1983. (See box for clarification of nomination procedure.)

Members of TESOL are being called upon to assist the Nominating Committee in identifying candidates with both experience and potential to serve in the vital leadership positions for the organization.

If you have candidates to suggest, please fill out the forms inserted in this issue of the *TESOL Newsletter* and send them as soon as possible to any of the five members of the Nominating Committee listed at the end of the form opposite page 24. The deadline for nominations is August 15, 1983.

The following criteria should be kept in mind when making a nomination:

> For first vice president, it would be desirable for the nominee to (1) have served in affiliate affairs, (2) have served within TESOL, (3) have made substantive contributions to the field, (4) be willing and able to devote a large amount of time, especially during the first two years, (5) be an effective public speaker, (6) be able to obtain moral and logistical support from his/her institution for serving in this capacity, (7) have breadth and depth of service and experience in all aspects and levels of the field and organization, and (8) believe in and exercise democratic leadership necessary to meet the needs of all segments of TESOL. This officer automatically succeeds to the presidency and continues to serve on the Executive Board for two succeeding years as past president.
>
> For second vice president, it would be desirable for the nominee to (1) have served in staging an affiliate or TESOL convention or a comparable conference in another organization, (2) have the ability to organize on a grand scale, (3) know the needs of those attending a TESOL convention, (4) be able to match people with tasks, (5) be able to commit a large number of hours to convention work, and (6) have the kind of local support (space, personnel, time, equipment) that will be required for convention planning. This officer will serve as the program chair for the 1985 annual convention in New York City and will serve an additional year on the Board.
>
> For member at large, it would be desirable for the nominee to (1) have served in affiliate and/or interest section affairs and (2) have an understanding of the breadth and depth of the TESOL membership. This officer will serve a three year term.

Remember the deadline: August 15, 1983. Send your nominations to any one of the nominating committee members whose names are listed at the bottom of the form for nominations inserted between pages 24 and 25 in this issue.

NOMINATING AND ELECTION PROCEDURES

A clarification of the nominating and election procedures for members at large of the Executive Board under the revised TESOL Constitution and Bylaws, as prepared by the Nominating Committee, follows:

1. The Advisory Council (composed of delegates from Special Interest Groups and affiliates) has been replaced by:
    a. A **Section Council** composed of delegates from **Interest Sections** (which have in turn replaced the Special Interest Groups)
    b. An **Affiliate Council** composed of delegates from affiliates
2. At their business meetings in Toronto, the Section Council and Affiliate Council each nominated a slate of three candidates to run for two of the three member-at-large positions on the 1984 ballot.
3. At their meetings the Section Council and the Affiliate Council also nominated a slate of five persons each for the Nominating Committee.
4. The Legislative Assembly at the conference elected two persons from each of the two Nominating Committee slates.
5. The four persons elected to the Nominating Committee, together with the Chair of the Committee (who had been selected from the 1983 Nominations Committee by the Executive Board), will name a slate of three candidates for member-at-large (hence the Call for Nominations).
6. The three slates of three member-at-large nominees each from the SECTION COUNCIL, the AFFILIATE COUNCIL, and the NOMINATING COMMITTEE* will be listed separately on the mail ballot and **only one person from each slate** can be selected by the voting member.
7. The Executive Board has been enlarged from 12 to 15 members.

*The Nominating Committee slate for member at large may include any other names, each of which is supported by a petition signed by 25 members in good standing and received by the Executive Director by November 1, 1983.

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LETTERS

ESL JOBS: A BLEAK FUTURE?

April 8, 1983

To the Editor:

As I entered the Sheraton in Toronto after registering at the TESOL conference, I was pleased to notice that the organizers had been thoughtful enough to provide a kind of singles bar for unmarried conventioneers. Upon closer perusal, I realized that the nervously milling crowds, heat, and smoke were not indications that a room had been set aside for the lonely: I had, by chance come across the "jobs room." This windowless cubicle had two long tables covered with job folders in it, a blackboard for applicants' names to be written on and a couple of people ready to answer questions. That was it. That was the "jobs component" of TESOL '83, an airless room on the lowest level of the hotel.

Well, actually, there were a few other things. For example, I attended a paper given by the director of an ESL program in San Francisco in which hard-headed advice on resume writing and how to behave in an interview was given. It turned out that this well-tailored director was pleased that ESL was on its way to becoming a profession; he then told the assembled listeners that his technique for hiring teachers was to "let" them be substitutes at his institute "for six months or so." Then, if they were good, he might hire them. So much for professionalism. (Or fair employment practices. Or simple fairness.) This director and that narrow room represented, at least for me, the importance TESOL gives to job seeking and improvement of conditions. The man and the room together form a perfect metaphor for the complacency, conservatism and "I'm all right Jack" egotism which pervade ESL generally.

A look back at the February 1983 *TESOL Newsletter* at the article "The ESL Employment Survey: A Report" by Carol J. Kreidler and Phillip Edmondson gives us an accurate picture of ESL's past and present. A look at the Toronto convention and the attitude manifested there toward employment issues and teaching conditions gives us a bleakly accurate glimpse of ESL's future.

Daniel L. Tumposky
7 Dana Avenue
Albany, N.Y. 12208

TOEFL TESTING SECURE ASSERTS EDUCATIONAL TESTING SERVICE

April 15, 1983

To the Editor:

It is interesting to the TOEFL program that the correspondent in your March 1983 "letters" column, Ralph Lowrance of Sacred Heart College, issues a blanket indictment of ETS test administration and security procedures as well as grave allegations regarding the validity of scores reported for the Test of English as a Foreign Language (TOEFL) on the basis of a single incident. We regret that the *TESOL Newsletter* should appear to support this "leap of faith" by its headline, "TOEFL Scores Often Invalid." For the benefit of your readers we would appreciate the opportunity to comment on Mr. Lowrance's charges.

Continued on next page

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In 1981-82 TOEFL was given to more than 400,000 examinees at over 900 test centers, located in 135 countries or areas. The official testing programs have stringent and enforced procedures prior to, during and after test administrations to ensure that valid scores are issued. While any standardized testing program may encounter occasional security breaches, these affect a very small number of the total examinees. In the history of the TOEFL program, individual examinees' scores have been cancelled as a result of security investigations but in no way have these individual cases negatively affected the program's overall validity.

The TOEFL program takes extremely seriously any allegations of improper test administrations under the official testing programs and investigates them thoroughly. In direct correspondence with Mr. Lowrance in the past we have requested on several occasions that he identify those centers at which he has allegedly observed improper administrations; to date he has not chosen to do so. We have assured him, as we assure your readers, that TOEFL and ETS will conduct a full investigation provided we know whom to investigate.

Mr. Lowrance is also concerned that ETS, in response to a telephone inquiry from an institution, will verify the scores of an examinee who is under a security investigation. Until a security investigation confirms that an examinee's scores are invalid, ETS will continue to verify that the individual's scores as reported to ETS by an institution are the scores on file for that person. However, if a score is ultimately confirmed as invalid, the individual's scores are cancelled. All institutions to which ETS has sent Official Score Reports are so notified, and the individual's record for that administration is removed from ETS files.

Finally, Mr. Lowrance apparently disagrees with TOEFL's policy to report scores for examinees under Institutional Testing Program administrations only to the administering institutions. While we would not question that any institution may conduct a completely secure and standard TOEFL administration under the Institutional Testing Program, TOEFL policy is based upon two factors. Test forms in the Institutional Testing Program are used forms and therefore, from the testing program's perspective, no longer can be considered secure; in addition, under this program, the institution is responsible for actual test administration conditions rather than ETS. ETS does not routinely investigate allegations of improper behavior by individuals tested under the Institutional Program. We are unable, therefore, to verify test administration conditions for the Institutional Testing Program, as we are able to do for the official testing programs.

I hope that this helps to clarify the issues raised in Mr. Lowrance's letter for your readers, many of whom have contributed substantively to the program through service on our Committee of Examiners, Research Committee or governing Policy Council.

Joan L. Borum
Program Director
TOEFL, Box 899
Princeton, New Jersey 08541

MORE ON TOEFL TESTING: THIS TIME, CONDITIONS

April 19, 1983

To the Editor:

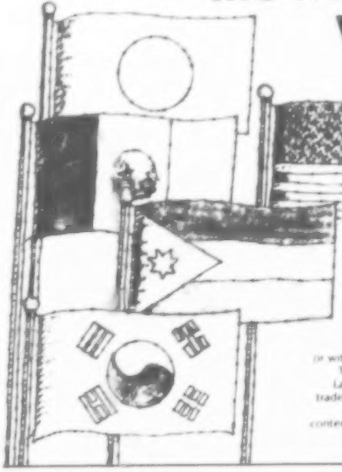
I applaud Ralph Lowrance's letter of November 22, 1982 concerning TOEFL testing procedures in the February 1983 *TN*. In his letter, Mr. Lowrance comments on ETS's ". . . acute neglect of and disregard for the implementation of proper test administration procedures. . . ." Mr. Lowrance discusses instances of a student having an artificially high TOEFL score as compared to his actual comprehension level.

However, there is another side to this story to which Mr. Lowrance's comment on the ETS can also apply. This concerns students who are taking the TOEFL, who have good English abilities and who are subjected to poor testing procedures. This practice is all too common in the United States. Many times the rooms in which the test is given are uncomfortable, but what is even more shocking is the poor quality of sound many times on the Listening/Dictation portion of the test. Students who could otherwise do well have to listen to garbled or distorted tapes played on small tape recorders with the volume turned up to accommodate a room large enough to hold 200 people or more.

ETS could reply that this is the fault of the particular school's testing center, but perhaps if ETS was not so neglectful in seeing that the test was administered properly, these centers would be more conscientious in providing a good testing atmosphere. Many students have to take the TOEFL two or three times before they can pass it—not because of their lack of ability, but because it takes that long for them to understand the proper procedures during the test, or to understand poor instructions.

If TOEFL is going to continue to be the determining factor of a foreign student's entry into our colleges, then it is time that tighter controls were put on the actual administration of the test.

Anna N. Vammen
Communications/Resource Center Specialist
Arkansas College of Technology
Little Rock, Arkansas 72207



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REPORT: AFFILIATES

Continued from page 13

for the affiliate at the same time. I believe we ought to encourage affiliates in this direction and then *use* that person as our primary mailing address. The list of presidents can also be a useful list if only for follow up. It is clear that many presidents of affiliates do not have information on their predecessor's names, nor on other matters. The establishing of a person, whether it be executive secretary or liaison officer, for a three-year term could provide the affiliate with better continuity of affiliate information.

Also interesting is that all affiliates do not change officers annually, some do not elect a president-elect, some—non-U.S. organizations, in particular—have quite different governing bodies. Many have no idea what obligations affiliation to TESOL requires nor how to comply. Much of this is a result of poor communication on our part. The obvious need is for an updated *Handbook* which gets into the hands of the current officers and the need (within the affiliates) for some sort of archivist or record keeper such as an executive secretary or more permanent liaison officer.

The questionnaire also asked the affiliates for feedback on their concerns in their relationship with TESOL and for concerns within their affiliate area.

Questionnaires were returned from nearly all of the affiliates, though two reminders were sent out to nearly half of them. (I am still awaiting returns from Colombia, Florida, Greece, Illinois, Intermountain, Israel, Korea, Mexico, North Carolina, Spain, Venezuela and Washington State.) Some of these same affiliate organizations did not attend the affiliate council meeting in Toronto (Alaska, Colombia, Florida, Greece, Korea, Louisiana, New Mexico, North Carolina, Portugal, Spain, and TexTESOL-I did not have attending representatives) and while the report below will suggest some of the reasons, these two requirements for affiliation, 1) reporting to TESOL and 2) attendance every-other-year at affiliate meetings during the annual convention, suggest that a follow-up should be made on each of these affiliated organizations to ascertain their status.

In addition to the questionnaire, there has been an on-going correspondence with the affiliates from the first vice president and dialog through the Affiliate/Interest Section and International Exchange columns of the *TESOL Newsletter*. During the convention in Toronto, affiliate representatives met and discussed items of concern during the Affiliate Presidents' Breakfast, International Affiliates Rap Session and during the Affiliate Council. About half of the affiliates were represented at the breakfast, some thirty-five or so members attended the rap session, and as noted above, forty-seven of the affiliates had voting representatives at the Affiliate Council Meeting.

The following is a summary of some of the issues, problems and comments which were brought up during or through these various channels of communication during the past year.

A. **Unique features of various affiliates.** One affiliate, WATESOL, has an archivist, a person who is responsible for keeping a record of the affiliate's activities, officers, policies, etc. Ark-TESOL has a library of ESL materials which is in a central location and available to all the affiliate members. MidTESOL has put such materials into a computer clearinghouse for use by its members. CATESOL offers research grants to members who are planning relevant research projects. TexTESOL I and Illinois offer scholarships to their members—TexTESOL I to the Summer Meeting and Illinois to TESL students attending schools in Illinois. Colorado TESOL provides a resource guide of individuals in the state who can act as speakers or consultants or other resources for their members and their programs. In Italy all members receive the *English Teaching Forum* along with their memberships.

B. **Handbook.** Most of the affiliates found the *Handbook* useful, especially for program and convention planning. Fully a third of the people responding either did not know of the *Handbook* or had not seen it. Updating was the most frequent request.

C. **Speaker's List.** Most of the affiliates said they had taken advantage of the Speakers List and that at least some TESOL officer or board member had visited the affiliate in the recent past. Most were, however, unaware of just what the list implied in regard to TESOL support for sending speakers when affiliates needed such support. Some affiliates seem to have taken advantage of TESOL support and the Speakers list far more than others though we are lacking any data from the TESOL office to confirm this.

I think it would be a good idea if we could keep better track of the travel of executive board members, especially so that affiliates might take advantage of those members who are "in the area" so to speak. Charley Blatchford, the present first vice president (VP) will be looking into ways of getting, updating and distributing such information to affiliates.

D. **Professional Organization Liaison.** Most affiliates had some liaison going with fellow language organizations in their affiliate area though to what extent and how was unclear. I believe that we must help affiliates explore ways of working within their areas with other professional organizations, both language-oriented, and other professional ones.

E. **Regional Meetings.** Most affiliates seemed interested in regional meetings. I believe that we should encourage such meetings as means by which affiliates might better serve their members, especially those who cannot attend TESOL annual conventions or summer meetings. The midwest will soon have its third annual regional meeting, in Minneapolis on October 20-22, 1983, and the Rocky Mountain Region, its second on October 13-15. Texas will have its fifth statewide meeting this year, as well. There was some talk during the Toronto convention of a European or Mediterranean regional meeting, and I have asked Latin American members to look into such a regional meeting for their region (to include the Caribbean and South America as well as Mexico). I believe that this may be one answer to the growing concern over the cost of attending our annual convention (versus holding it in Europe or Asia) and the need to provide greater support for *all* affiliates.

F. **Conventions.** Many affiliates were concerned with the conflicting dates of annual conventions of TESOL and their affiliate meetings. The dates for the TESOL conventions, now tentatively determined through 1990, should (and will in the new edition of the *Handbook*) be more widely published.

There was some concern with the lack of affiliate input into the selection of convention sites. The selections of hotels, dates, and local chairs should be done with greater input from the local affiliates.

Most affiliate questionnaires and much of the correspondence which the first VP and the second VP had with affiliates and many individual members, indicated their concern over the high cost of attending a convention.

Some members, and this was a particular topic of discussion at the international rap session, asked about the possibility of enlarging the videotaped presentations which would be available for affiliates (and members) to use. It was suggested that some speakers or presentations be identified early on as worth taping and that these tapes could make up a growing library of tapes which could be lent or sold to affiliates for use at their meetings, in lieu of or in addition to guest speakers in person.

Most of the members of the affiliate council agreed that a longer time should be set aside for affiliate programs at the convention. In particular, there seemed to be a felt need for more sharing time, more informal discussion and presentation of what various affiliates were doing, what their problems were, etc.

Some members suggested that affiliate council members and other affiliate delegates to the convention be given some break in their convention expenses such as free or reduced room costs, free or reduced convention fees, etc. Many affiliates indicated that they supported their representative to the convention in some way.

At the rap session it was suggested that members, particularly international members (non-U.S. perhaps?) be given a packet of information which might contain names of less expensive hotel accommodations, identify relevant talks, and be provided with a special reception or reception committee. I concur that we need to make a greater effort at providing information to members of less expensive ways of attending and enjoying our conventions and that we need to do more towards the orientation of all new attendees to such meetings.

G. **Publications.** Many affiliates seemed unaware of the fact that their members might now receive the *TESOL Newsletter* by simply sending their members' names and addresses and four dollars (per person) to the TESOL office and that this could be done at any time during the year. I have suggested that any affiliate might simply put an additional box on their membership form which would allow the applicant to indicate their interest in receiving the *TN* by checking the box and adding $4 to their membership fee. Many members, domestic and overseas, indicated their interest in getting publications on a more timely basis even if this meant an extra fee along with their membership.

H. **International concerns.** The biggest problem for most non-U.S. affiliates is money—money for travel to meetings in the U.S., money for membership dues, money for affiliate meetings to which others are invited, money for U.S. publications. I believe that some ways must be discovered to take care of these problems. Perhaps TESOL can establish bank accounts in respective affiliate countries into which affiliates can deposit (in local currency) TESOL dues, convention registration fees and other monies. TESOL could then draw upon these accounts in sending speakers or consultants to those countries. Affiliates were particularly concerned with some kind of aid for members to attend conventions, and the use of local currency—by depositing it into a TESOL bank account—may be one way of aiding in this

Continued on next page

Continued from page 28

situation. There was also a suggestion that affiliates could be helped by the local committee providing housing for visiting members during a convention.

A global membership was also suggested in which the affiliate could join and receive publications without having its members join. This was of particular concern for those affiliates who felt that the requirement of having all their board members be TESOL members, was too heavy a burden.

Another concern was the lack of international focus on issues. One of these issues was the place of international English in the stream of things. Others are mentioned below.

There was considerable concern for dialogue with TESL Canada—voiced not only in the questionnaires—but often at the TESOL convention in Toronto.

Some members suggested that TESOL publications and membership charges could be reduced for non-U.S. members.

At the rap session, it was proposed that one means of making sure that international concerns were always included in the convention program, would be to create an international affiliate interest section. Another problem voiced was the problem of employment for non-native English speakers who were, nevertheless, trained ESL teachers. Also, international members wanted to have more representation on the TESOL executive board.

I. **Professional Standards.** Some affiliates asked for the development of standards for higher education and adult education programs. Another concern was for information for non-native speaking teachers of English. Certification was a continuing concern for affiliates and some asked for a national even an international drive for ESL certification.

J. **Sociopolitical Concerns.** The concern of international English was voiced by a number of members. The Canadians voiced a concern for more sociopolitical activity in Canada.

K. **Executive Board.** Over and over again the need for more contact during the year with TESOL executive board members was expressed. I have suggested to affiliates that they invite the officers and EB members to their meetings, not necessarily to speak, but to talk with affiliate boards and generally be available for information purposes.

A number of affiliates expressed the need for medical insurance for part-time ESL teachers as being one of the major concerns of their affiliates.

L. **TESOL Central Office.** Clearly, as stated above, the greatest concern is over lack of communication and in particular the continual snafu over mailing addresses.

Many affiliates asked if we used the check-off lists for appointments to committees. I can state affirmatively that both the committee chairs and the president look at those lists and make every attempt to make appointments to committees from the names on those lists. Others are appointed as well, of course, based on interest expressed in other ways such as personal communication, attendance at working sessions of the committees during conventions, and to some small extent as a result of attempting to find "experts" in certain areas of committee need.

Another question asked by a number of members was why they did not receive the SIG (now interest section—IS) newsletters that they check off on their membership application renewal form.

Most of the affiliates were unsure about reporting forms to TESOL. While they may be receiving them, it seems that they do not know what they are for, and more importantly, they don't know when to turn them in. My suspicion is that a lack of a timetable, clearly stated, as to what to turn in when, has meant that many of the forms have been set aside and forgotten. Here, again the computerization of this information so that it is sent to the liaison officer as required, would help enormously in getting them filled out in time. Charley Blatchford, in consultation with the TESOL office, will be attempting to revise these forms, and name them appropriately, so that they are in keeping with the newly revised constitution and by-laws of TESOL and so that they elicit the information which will help us communicate better with affiliates.

Another interesting suggestion by a couple of affiliates was that the TESOL office install a toll-free number so that they might feel freer to contact it for information and help. Some sort of accommodation must also be established for non-U.S. affiliates as well.

M. **Affiliate Concerns**—other. One request that occurred often in the questionnaire and at meetings, in a number of different guises, was the request for help from the TESOL office and from TESOL the organization. Primarily, this service was seen as the making available to the affiliate of an expert or experts in various areas who could come to the affiliate and provide information and consultation, even training in certain needs areas. Supplementary to this was the desire for information packets on certain topics. As mentioned above, certification was one of the topics about which many affiliates requested expert help. But an even more often mentioned topic was affiliate management; in particular such things as making money, fund raising, membership (both getting and keeping), non-profit status acquisition, auditing needs, keeping archives, etc.

Many affiliates, not only those which we have here called international as opposed to U.S., asked for help in getting their members to conventions.

Some affiliates asked for more guidelines in using the speakers list and perhaps it is appropriate to come to terms with how, how often, and in some fairer way, we accommodate the needs and requests of affiliates with regard to our financing wholly or in part, speakers and visitors to affiliate meetings.

Many affiliates suggested that a network of communication be established (much like the *Hermes Courier* network) to alert affiliates to topics of mutual concern and to keep them up to date. A monthly bulletin was suggested as one way in which information could be distributed to affiliates on a more timely and regular basis.

While this is in one sense a very superficial look at the mountains of information received by the first vice president this past year, it does suggest clearly the need for more and better communication with our affiliates. Many of these problems, ideas, and suggestions will be followed up by our new first vice president, Charley Blatchford, but the bulk of the concerns of the affiliates will be dealt with by the executive board through its task force headed by the executive director, James Alatis. There will be an initial report from this committee by the mid-year meeting of the TESOL executive board in October. Look for a report about this meeting from the first vice president and in the *Newsletter*.

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ESL ADMINISTRATORS AND TEACHERS: GETTING TOGETHER ON THE CURRICULUM

by Martha C. Pennington
University of California Extension
at Santa Barbara

Curriculum is one very large area in which both ESL administrative and teaching staffs have a vested interest. Since the curriculum embodies the philosophy as well as the structure of the ESL program, it both *reflects* and *affects* the job of administrators and teachers alike. Curriculum is therefore a good place for administrators and teachers to get together, to share concerns, to work together and to reach some common ground. To pave the way for this kind of cooperative spirit and effort in curriculum planning and implementation, it is important to try to develop a little mutual understanding of what motivates teachers and administrators and forms the basis on which they develop priorities and decisions. This article examines what kind of curriculum is preferred by each group and why.

There are two types of factors which determine the outlook of an ESL teacher or administrator on curriculum. First, there are certain general or global objectives, and second, there are the characteristics of the administrators and the teachers themselves. (See Figures 1 and 2.)

The ESL Administrator's Objectives

Looking first at administrative objectives, a primary and obvious objective for every ESL administrator is for the program to offer high quality instruction. This goal involves the administrator in evaluative decisions about which type of curriculum provides the best instruction to meet the needs of the student population of the program. To establish and maintain a high standard, the administrator is likely to favor a highly-structured curriculum with well-defined and testable objectives. To make the objectives well-defined, the administrator is also likely to favor a curriculum which is divided into specific skill areas—such as reading, writing, oral skills, etc.—and which has a progression of levels, each with its own objectives.

A division of the curriculum into discrete units and levels of instruction with specific objectives makes it easier for the administrator to devise tests and other evaluation measures, thereby providing a systematic basis for consistent placement and advancement of students. It is always an important objective for administrators to prove that students are making progress, not only to convince themselves that the program is a high-quality one, but also to convince their superiors, as well as the larger audience—including parents or potential students—that they are doing a good job.

Once an ESL administrator has put time and effort into designing a curriculum or perhaps has paid to have it designed, that administrator will naturally be anxious for the program teachers to implement the curriculum and teach towards its objectives. The administrator will, of course, expect teachers to maintain the same high standards that he or she has, not teach to a different standard—whether it be lower, higher or just different. Insisting on uniform standards and objectives based on a written curriculum gives the administrator a feeling of control over the quality and the content of instruction.

There is really only one other global objective for ESL administrators besides that of providing quality instruction, and that is to have everything in the program run smoothly, that is, to avoid problems. This objective can be partially met by preventing frequent major changes. This means that the administrator desires a curriculum that everyone can live with, that is not too radical or difficult to administer or teach, and that will not need major changes or revisions as staffing patterns or interests shift. A curriculum which requires more individual teachers or specialists teaching more individual classes, subjects, or skill areas is hard to coordinate and to administer and so may not be favored by the administrator wanting to avoid or reduce problems, even though this type of curriculum might seem to provide possibilities for excellent instruction.

In trying to avoid problems, an administrator will be anxious to please superiors who want a quality program but usually at the lowest possible cost. There may be a conflict here as it generally requires a lot of time (at some considerable expense) and energy to develop a superior curriculum.

The administrator must also try to please the instructors, that is, to design a curriculum which instructors feel comfortable with or even happy with. If the teaching staff is very heterogeneous in its characteristics, or if it changes all the time, it is naturally going to be very difficult to please everyone. Even a more stable and homogeneous staff may differ in their curricular preferences and priorities, and so some compromises will always be necessary. It is also an important objective for the administrator to please the customer—the student, that is—even in nonprofit organizations. Under pressure from students, an administrator might be influenced to add a certain area to the curriculum or to increase or reduce the time allotment in a certain curriculum area. Finally, administrators must please themselves. An administrator cannot be expected to work with a curriculum which does not match up well with the administrator's own instructional philosophy.

Figure 1 **ESL Administrators: Global Objectives for Curriculum Planning**

To provide good quality instruction (an objective shared with ESL Teachers.)

- **To main high standards**
- **To have well-defined, testable objectives**
- **To have systematic and consistent placement and advancement of students.**

To have everything run smoothly

- **To avoid frequent major changes**
- **To devise a curriculum which is easy to implement**
- **To please supervisor, teachers, students, themselves**

The ESL Administrator's Characteristics

The characteristics of individual administrators will determine their curricular preferences. Under "characteristics," we are including not personal qualities but rather job-related characteristics such as whether the administrator is new or experienced, full-time or part-time, and whether he or she is a curriculum specialist or a "jack-of-all-trades" administrator. Larger programs often have an administrator designated as academic or curriculum coordinator, whereas smaller programs may have only one administrator to do curriculum, budgeting and a variety of other things.

Someone designated as academic coordinator is almost certainly going to see curriculum as a very significant part of the job. (This can actually be an advantage for instructors, giving them more flexibility in their classes.) A full-time administrator, especially one designated academic coordinator, is likely to be interested in spending a lot more time on development and supervision of a curriculum than a part-time administrator would. An administrator with a lot of experience will probably also have a lot of set ideas about curriculum, whereas someone new to administration will often be an innovator. Thus it is clear that the job-related characteristics of the administrator have an effect on the way one plans the curriculum and the time that one will spend on it. These will have a direct impact on the teaching staff.

Figure 2 **ESL Administrators' and Teachers' Job-Related Characteristics**

Specialists / Generalists
Full-Time / Part-Time
Experienced / New

The ESL Teacher's Objectives

We now turn to the ESL teacher's perspective on curriculum. Reviewing Figure 1, one can see immediately that the ESL teacher actually has the same global objectives for curriculum as the ESL administrator does. The objective of providing good quality instruction is as central to an ESL instructor's job as it is to an ESL administrator's. On a formal employment level, the teacher's job—perhaps even more so than the administrator's—is dependent on accomplishing this global objective. On a personal level too, this objective is all-important to anyone who has made a vocation of teaching. There are few professions where one can be exposed as easily or as painfully as can happen in teaching. It is hard to match the feeling of going into a classroom and knowing that what you are doing is not working, and, what is worse, that the students know it too. Therefore, a written curriculum with specific objectives can be desirable from an instructor's point of view, to give the teacher a basic direction or something to fall back on when a class is not going well.

There is also no doubt that instructors benefit from having a curriculum which is written in terms of a progression of proficiency levels, along with a system for placement and advancement of students which ties into those levels, thus avoiding the problem of having grossly misplaced students or mixed-level classes. Teachers also have an interest—though perhaps a

Continued on next page

Continued from page 30

more personal one than administrators—in seeing their students improve and progress.

Teachers have the same interest, too, in avoiding problems, such as those connected with frequent or major changes in the curriculum, and are therefore equally in favor of a curriculum which will not be difficult to operate under. However, there may be some difference of opinion about what kind of curriculum is easiest to work with. For some instructors, a very explicit and detailed curriculum will be easiest to work with. For others, a looser, less detailed structure might be more comfortable. Some teachers will feel more comfortable working without a curriculum or designing their own personal curriculum.

It should also be noted that instructors have an interest in pleasing their supervisors and so will need at least to make an attempt to work with whatever curriculum materials are provided by those supervisors. That an instructor wants to please the students goes without saying, although there is plenty of room for discussion as to which type of curriculum best meets student needs. Finally, teachers want to please themselves by using a curriculum which works best for them.

The ESL Teacher's Characteristics

The same sorts of contrasts in characteristics which were described above for administrators also apply to the teaching staff. A teacher's outlook on curriculum will certainly be affected by whether the person is a specialist in ESL or what we might call an "instructional generalist." Elementary school teachers, for example, have to be generalists; that is, they have to teach in several different subject areas. Within ESL, there are also specialists and generalists—those who focus on one or two skill areas (e.g. reading and writing or speaking and listening) and those who like to and are qualified to teach all areas of language.

A curriculum divided into several specific skill areas, each with its own time period, matches well with a teaching staff of specialists. A more generalized curriculum combining several different skill areas under one instructor in one time period is more consistent with a teaching staff composed of ESL generalists.

Part-time teachers, of whom there are a large number in ESL, are usually the ones who want specific and explicit guidelines, whereas full-time instructors, who are more involved with the program (at least in terms of the hours they spend in it) often prefer to develop their own curriculum. New teachers usually need and want closer direction and so will welcome an extensive curriculum—one which not only has clear objectives, but which also describes how the objectives should be implemented and gives suggestions for activities along with a variety of sample activities. Experienced teachers, on the other hand, may feel that an extensive curriculum is unnecessary. New teachers are usually better off being given restricted and specific teaching assignments as well as shorter time periods for classes. Experienced instructors can be given, and generally want, more freedom—for example, through larger curricular blocks and longer class periods. The less a curriculum is broken up into individual skill areas, the more freedom an instructor has in time-management and lesson-planning. If the majority of the teaching staff are full-time and experienced ESL professionals, then it makes sense for the curriculum to be designed at least in part by the teachers. There is a kind of paradox here, though, because it will be new teachers, rather than the experienced ones who designed the curriculum, who will benefit from and use it more. For the experienced teaching staff, it might be preferable not to put a great deal of time and effort into developing a curriculum—unless this is something which the teachers really want to do. If the teachers do not want to write curriculum, it might make more sense for the program to have only a short "skeletal" curriculum and then have teachers submit individual course outlines for administrative review.

Toward a Curriculum Which Blends Objectives and Characteristics of Administrators and Teachers

It is my belief that an ESL curriculum must be a blend of the objectives and concerns, which are basically the same for both administrators and teachers as well as a reflection of the characteristics of the teaching and the administrative staffs. By looking at areas of common ground as well as areas of possible differences among ESL teachers and administrators, one can become more sensitive to what motivates each group in carrying out their job functions, thus laying the groundwork for this sort of blend in curriculum design.

Martha Pennington holds a doctorate in linguistics from the University of Pennsylvania and is the Academic Coordinator of the English Language Program, University of California, Santa Barbara.

This article is a revised version of a talk given at the Region XII NAFSA 1982 meeting, Anaheim, California.

READING ACHIEVEMENT

Continued from page 17

likely to be found in groups that typically do not perform as well when it comes to reading. In effect, this multiplies the difficulties they must overcome, the NAEP study notes.

Among the statistics:

- Students from other-language-dominant homes are more heavily concentrated in disadvantaged-urban schools, especially at age 17.
- Youngsters from other-language-dominant homes are much more likely than others to be a grade behind their age group. At age 9, almost one-third are behind a grade, compared with about one-fifth of their counterparts from English-speaking homes.
- Over twice as many teenaged other-language-dominant students as those from English-speaking homes report that neither parent graduated from high school.

"Language dominance is not the only contributor to poor reading performance," the NAEP study concludes. "It is language dominance *in conjunction with* other background factors that makes a difference."

Note: For more detailed information, the report *Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?* no. 11-R-50, can be ordered from the ECS Distribution Center, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295, at a cost of $4.

Former second vice presidents of TESOL (all past convention program chairs) have begun to meet annually at conventions to discuss—naturally—the planning and execution of TESOL's biggest yearly undertaking.

Like the phoenix bird, a new convention is in the making as the old one ends. Here Program Chair Penny Larson (left) has a preliminary meeting with Associate Program Chair Elliot Judd (sofa, center) and Local Co-Chairs Nick Franks and Michele Sabino.

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ILLUSTRATIONS OF MURPHY'S LAW ABOUND IN CLASSROOM RESEARCH ON LANGUAGE USE

by **Kathleen M. Bailey**
Monterey Institute of International Studies

These are three laws attributed to Murphy although no one seems to be quite certain of who he is. No. 1: ***Nothing is ever as easy as it seems.*** *No. 2:* ***Everything will take longer than expected.*** *No. 3:* ***If anything can go wrong, it will.***

This paper is neither a report of research nor a methodological treatise. It's not a report of "work in progress" since it does not discuss any progress. It does not theorize (or at least not much) and it is not a "how-to" paper. Rather it might be characterized as a "how-NOT-to" paper on classroom-centered research.

If we accept Long's definition of the field (and I do), this is not even a paper about classroom-centered research on language teaching or learning:

> . . . Investigation of classroom language learning may be defined as research on second language learning and teaching, all or part of whose data are derived from the observation or measurement of the classroom performance of teachers and students (Long, 1980, p. 3).

Instead, this paper reports on some facets of the data collection procedures in a study of (second) language use in classrooms. This paper is also somewhat of a departure from previous classroom-centered research of interest to ESL teachers, since the study was not conducted in language classrooms. Rather, it reports on an investigation of the language used by university teaching assistants (TAs) in physics and mathematics courses as they interacted with their undergraduate students in laboratories and discussion sections. The potential appeal of this study to ESL teachers and language researchers is that half the subjects were non-native speakers of English. This particular paper was written for anyone who has tried (or will try) to collect data in classrooms.

Some background information on the study is necessary before turning to the data collection issues that are the focus of this article. This research, which was part of a larger project involving both quantitative and qualitative research techniques, centered on the following question:

> What are the classroom communication problems of non-native speaking teaching assistants, as perceived by the TAs themselves, their students, and an outside observer?

In order to answer this question, an observational study was designed which compared native speaking and non-native speaking TAs.

Two main data collection techniques were used in this portion of the study: audio tape recording and intensive note-taking. In Long's terms, this part of the study may be described as "unstructured observation" in the "anthropological approach" to classroom research (Long, 1980, p. 21). As the researcher I assumed the role of a "non-participant observer," which means, in this case, that I took notes as the classroom events occurred, but did not personally try to participate in the physics experiments or the discussions of math or physics. In non-participant observation, as Long has pointed out:

> Data are mostly in the form of written notes, analyzed subsequently but . . . generally recorded openly, during the events observed, for in non-participant observation, the observer does not take part in the activities being studied or pretend to be a participant in them. . . . There is no question of being covert (in nonlaboratory settings, at least) or, as a result, of the researcher's witnessing truly natural, i.e., "unobserved," behavior in the way undisclosed participants can. While the principal means of gathering data may . . . be note-taking, the non-participant observer will have the option of supplementing this through the use of other techniques (ibid., p. 24).

Thus during a classroom observation, I took notes at the same time I tape recorded the lesson. The tape recorder was in full

Continued on page 4

Absence of Decision Characterizes Approach To Foreign Students in U.S.

Absence of Decision: Foreign Students in U.S. Colleges and Universities, A Report on Policy Formation and the Lack Thereof, published by the Institute of International Education concludes that "absence of decision has more often than not characterized higher education's approach to foreign student issues. This is a luxury. . .that we are no longer able to afford."

Absence of Decision is the first in a series of research reports on higher educational exchange. IIE recently initiated a new research unit to examine issues facing international education. The new research program seeks to provide policymakers and scholars with objective data on the effectiveness of educational exchange programs and their role in international relations and in international development.

Among the significant findings in *Absence of Decision* are the following:

1. *Most college and university officials*

Continued on page 28

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The *TESOL Newsletter (TN)* is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. **See back page for membership information.**

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words**. Send **two** copies of these new items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four** copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or **five typed double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.

Authors who wish to contribute to **special sections** of the *TN* are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Howard Sage, American Language Institute, New York University, Washington Square North, New York, NY 10003*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less**. First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, **last minute job notices** will be **accepted** provided there is space. **Advertising rates and information** are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue

Next Deadline: October 20th for the December *TN*.

President's Note to the Members

As you have noted from articles, reports, letters and editorials in the last issue of the *TN* and this, there seems to be a concern over the relationship between TESOL and its affiliates and just what affiliation means. For example, how are we truly international? What does TESOL provide for affiliates that it doesn't provide for individual members? How does/should TESOL influence the affiliate (and vice versa)? What about the status or role of 'national' organizations as opposed to individual members?

First, let us look at the use of the word 'international' in the name of the organization, and I quote TESOL's executive director, Dr. Alatis: ". . . the entire title is: 'Teachers of English to Speakers of Other Languages: An International Professional Orgnization for those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect.' This is merely a reflection of the fact that the founders of the organization had intended all along that the organization be international and be open to memberships from outside the United States and indeed, amenable to affiliation by groups outside the United States. We never did call it American TESOL or National TESOL, and this was deliberate."

TESOL has, since it was organized in 1967, accepted both individual members and the affiliation of state, provincial, regional, and national organizations of English teachers and bilingual educators. This has been a means by which these organizations, some pre-existing, some formed with the explicit purpose of affiliation with TESOL, have been able to take advantage of affiliation to an 'international' professional organization of teachers, administrators, researchers, publishers, test developers, and the like, who have a common goal of providing quality education in English to individuals who wish it. It has allowed smaller organizations to serve. their largely separate clientele while at the same time maintaining a liaison and a dialogue with the larger organization and its sister organizations around the world (and, I might add, at the cost of only $37.50 a year). TESOL has asked little more of the affiliates, except that they report on their activities annually and send a delegate to at least every other annual convention of TESOL and that affiliate officers be members of TESOL. TESOL has scrupulously kept out of affiliate affairs, (and this includes the activities of various 'national' organizations, both those affiliated with TESOL such as France, Mexico and Japan, and those not affiliated with TESOL such as TESL Canada and IATEFL). On the other hand, TESOL has supplied professional (and financial) support in a variety of ways, when necessary. It has made loans for special projects to nearly all affiliates or when affiliates have found it financially impossible to provide the kind of quality professional presentations that were needed to sustain and support its membership needs (and mind you, by far the greater proportion of the membership of each TESOL affiliate are NOT members of TESOL).

TESOL has attempted to respond to individual members' needs through such activities as publications, summer institutes, annual and summer meetings, standing committees and especially through interest sections. Affiliate concerns are dealt with additionally through direct communication between the affiliate liaison and the officers, board and central office of TESOL. Most affiliates have at one time or another been visited by the executive director of TESOL and one or more of the officers and board members over the years. Often this has been paid for by TESOL which has encouraged affiliates to invite TESOL officers and board members to visit with them whether as speakers or simply as a means of keeping the dialogue going between TESOL and those members of the affiliate who may often not find the opportunity to meet with TESOL board members otherwise.

Let me quote Dr. Alatis again, in regards to what the role of TESOL is relative to the affiliates. "I see no conflict and no competition [between TESOL and local, national, or international ESL associations]. [We are] interested only in collegiality, harmony and unity in our profession, which, as [we] define it, involves the teaching of English as a second or foreign language by means of a multidisciplinary applied linguistic approach using the best research in first and second language acquistion as a basis. It also involves an insistence upon broadly based humanistic education, rather than mere training of technicians and, we like to believe, promises a more efficient, systematic, and therefore effective means of teaching people English while at the same time maintaining the interest, prestige, and positive self-image for people whose language is not English and concomitant respect for their own language and culture. On the domestic level, we believe that this affords equal educational opportunity for people from a variety of languages and cultures and, therefore, the ability to make the greatest contribution to society. On the international level, it promotes mutual understanding which will lead toward world peace.

"I see no incompatibility in the intents and purposes of the affiliates which already exist with the aims and purposes of TESOL. . . We have no intention of interfering in the national [or local] activities of [our affiliates], and certainly would not wish to leave the impression that TESOL as an organization has any designs of linguistic imperialism or cultural aggressiveness upon our colleagues and friends in the [affiliates]. We consider ourselves colleagues on an equal basis, all working towards a common purpose."

Clearly, the various affiliates and other ESL professional organizations serve their members in ways that TESOL does not, indeed, cannot. TESOL seeks to provide both the affiliates and its individual members with common professional bonds that give us all pride in our work and our profession. It is hoped that those bonds are the means through which we experience professional growth. TESOL is an organization of some 10,000 members whose elected and appointed leadership is largely volunteer. Its monies come exclusively through dues and convention fees. TESOL publications sometimes break even, but more often than not, they are a large hole in the budget (especially the *Newsletter* and the *Quarterly*). And yet it's hoped that TESOL provides all its members with quality service and quality products (again, largely accomplished by volunteer effort). And TESOL continues to rely on its members for feedback. If you have an affiliate problem, write to the affiliate liaison, first vice president, Charley Blatchford, or to the executive director, James Alatis. If you have individual concerns, let any of the members of the executive board know about them. You may write to me directly or to the TESOL office—but write.

John F. Haskell

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Dr. Carmen Judith Nine-Curt after ceremonies in which the Doctor of Humane Letters was conferred on her. With her are Brother Patrick Ellis, (left) president of LaSalle College, Philadelphia and Dr. Leonard A. Brownstein, (right) director of the Master of Arts Program in Bilingual/Bicultural Studies (Spanish) at LaSalle.

La Salle College Honors Carmen Judith Nine-Curt For Her Numerous Professional Contributions

***Note:** When Dr. Judy Nine-Curt, a long time member of TESOL, was first notified in the fall of 1982 that an honorary degree was about to be conferred on her, she was gravely ill. Happily, she experienced a complete recovery and on May 1983 journeyed to Philadelphia to receive the designated degree. In presenting Dr. Nine-Curt for the degree, Dr. Brownstein of LaSalle College read the following statement.*

—Editor

Professor of English at the University of Puerto Rico, member of the board of trustees of that island's Inter-American University, scholar whose publications are included in most bibliographies dealing with bilingual education, cross-cultural communication, the teaching of Spanish and English, teacher of teachers, Carmen Judith Nine-Curt is a quintessential model of a bilingual/bicultural educator.

Born and raised in Puerto Rico, Dr. Nine-Curt received her M.A. in English Literature from New York's Columbia University and a doctorate in education from the same institution.

Since 1955 she has given countless lectures, workshops, and seminars in English and in Spanish both in Puerto Rico and throughout the United States. Under the auspices of our government's National Defense Education Act beginning in 1960, Dr. Nine-Curt taught and directed several summer institutes in Puerto Rico where American Spanish teachers were given special training in the Spanish language and its literature. I am proud to state that I participated as a student in that first institute.

Dr. Nine-Curt has become internationally recognized as an authority in non-verbal communication among Hispanics. She has lectured in both English and Spanish on this topic not only throughout Puerto Rico, but also Santo Domingo, the Virgin Islands, Colorado, New York, Maryland, Massachusetts and here in Pennsylvania. In 1981 our Federal Government again sought out her special talents by naming her consultant for its Office of Bilingual Education.

Dr. Nine-Curt's commitment to, and love of her profession, her concern for the education not only of Puerto Ricans, but of all of us, have won her the everlasting respect of her colleagues and students. Therefore, I am very proud to present Dr. Carmen Judith Nine-Curt for the honorary degree, Doctor of Humane Letters, *Honoris Causa*.

CURTIS HAYES, UTSA BICULTURAL-BILINGUAL PROFESSOR, HONORED

Dr. Curtis Hayes, professor of bicultural-bilingual studies at the University of Texas at San Antonio has been honored by the Texas Teachers of English to Speakers of Other Languages (TEXTESOL). Dr. Hayes was recognized as the Outstanding TEXTESOL Leader in the San Antonio and South Texas area during the group's annual convention held recently in Houston.

Dr. Hayes, a past president of TEXTESOL-II and currently the editor of the newsletter, was a Fulbright professor of American literature and linguistics at Kumamoto University, Japan. He received his undergraduate and graduate degrees in English from California State University, Long Beach, and his doctoral degree in English language and linguistics from the University of Texas at Austin.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

CONSTRUCTING DIAGNOSTIC TESTS FOR PLACEMENT AND TEACHING

by **Joan F. Tribble**
Jefferson Community College
University of Kentucky

Diagnostic testing generally facilitates proper placement of students into class and enables the teacher to begin teaching where the students are—not where the book, the syllabus, or the teacher thinks they should be. An equally important purpose of diagnostic testing is to aid individualized language instruction. However, it is sometimes difficult to find the right diagnostic test and so one may decide to construct one's own. Fortunately the task is not as formidable as it may seem.

Constructing the Test

First, determine what skills your students must have to succeed in the course. Each skill requires a different type of test. Also decide whether to test recognition or production, as production—oral or written—requires greater knowledge of the language and is harder to test accurately. Therefore, I generally test recognition of correct sentence structure first, on the theory that, if students cannot select the right form, they cannot use it.

After narrowing the scope of the test, make a list of the general areas you want to know about: 1) the students' knowledge of the parts of speech—nouns, pronouns, prepositions, verb tenses, etc.; 2) their recognition of correct usage—word order, agreement, ellipses, idioms, sentence fragments, etc. However, items like vocabulary, spelling, and punctuation can be easily tested in many ways and do not have to be included in a diagnostic test, but they can be. If you like, you can select items from all of these lists; choose what you want to know about your students' language.

Once you have decided what to test, you should think about how to test. To simplify the analysis, use some form of multiple-choice question. You may give up to five possible answers, but a choice of three is the easiest to write. Ask the student to choose the correct sentence.

1. A. The student will writes with a pen.
   B. The student write with a pen.
   C. The student writes with a pen.

On the other hand, you may prefer to point out the item being tested by presenting one sentence with a blank and a choice of items to make it correct:

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MURPHY'S LAW . . .

Continued from page 1

view of the teacher and students. Each TA in the sample (n = 24) had given his permission for me to observe and tape record his classes.

One last issue to be mentioned before turning to the problems in the data collection process involves time sampling. The duration of this study was ten weeks, which coincided with the academic quarter. Ten weeks is a relatively short time for conducting ethnographic research, but it is the total period in which these particular people—TAs and students—interacted together. Unless the subjects became friends or happened to continue in the student/teacher relationship in subsequent classes, the ten-week academic quarter was the sum-total of their common experience.

In a pilot study, which also lasted ten weeks, I found that the attitude of the students toward the TAs seemed to change over time. As the students and TAs became more familiar with one another, the interaction patterns changed, whether for better or worse. In addition, the relationships seemed to vary somewhat in response to outside pressures (e.g., impending midterms or final examinations) or other course-related factors not under the TAs' control (for instance, the students' attitudes toward the professors or the grades they received from the "readers" who scored their homework assignments). For this reason, I decided to observe the subjects at the beginning, middle and end of the academic quarter, three observations for each subject.

The issue of the time sampling is a key question in naturalistic research, by which I mean research in which the investigator does not control or arrange the stimuli or purposefully influence the response behavior of the subjects. (See Guba, 1978, for a discussion of the various ways that "naturalistic research" has been defined.) For example, in this study I did not try to control either what the teachers said or how the students reacted to them. Instead, the researcher's aim in naturalistic research is to describe, document and analyze events that occur naturally, without exerting rigid control over time, setting, participants, etc.

Much of the classroom-centered research on language teaching and learning (see Bailey, in press) falls within this broad description of naturalistic research, although some researchers have introduced a particular curriculum as a measure of control (e.g., Fanselow, 1977; Long, Adams, McLean and Castaños, 1976; the Essex team under the direction of Allwright, 1975). The salient point to be made here is that if a researcher does not arrange the lesson to be observed, but sets out to observe naturally occurring events, then he or she must be prepared to generate data as the events occur. That can be a very tricky business.

My intent is to describe some of the difficulties encountered in this study of classroom language use, in hopes of saving other classroom researchers some time and a lot of trouble. This might even be considered a data-based paper, since I have gathered some examples from my work to illustrate these problems. "What could go wrong?" you ask. "It's a simple observational study. All she does is take notes and tape record." But I maintain that classroom-centered research, like playing the guitar, is something that is easy to do, but very hard to do well.

My palms began to sweat and I thought to myself "Don't panic."

One sort of problem that can arise has to do with the researcher's actual physical preparation for collecting data. During the pilot study I developed a system of notetaking, which included some mapping conventions borrowed from Melbin (1960) and some techniques described by Knapp (1972) for recording nonverbal behavior. I was prepared to generate "rich" data. What could possibly go wrong? Well, to begin, it helps to be able to see what it is you're observing and to have the proper tools for recording. The following excerpt is from the fieldnotes in the pilot study. I had been invited to a departmental meeting of faculty and TAs. The meeting was held in a large lecture hall with about ninety people present. Through a series of manipulations by the people in charge, I was moved from my original vantage point to a seat in the front row. The fieldnotes state:

> I am sitting in the front row and feel I am at quite a disadvantage in terms of judging the audience reaction among the TAs. Also, like a d----d fool, I forgot my clipboard, so I don't have any paper for fieldnotes. I quickly look through some folders in my briefcase and decide which papers I don't need and can sacrifice to fieldnotes. Next time I must be better prepared.

A foolish mistake, you say, and after all, that's what pilot studies are for: making all the foolish mistakes. **Lesson Number 1** If you're going to take notes, *always* carry paper and pens or pencils and something firm to write on, like a clipboard.

Lesson Number 2 is related. If you're going to tape record, make sure you have access to a good tape recorder and that you know how to operate it correctly. "That's so obvious!" you say. "Anyone can use a tape recorder. What could possibly go wrong?" The following excerpt is from the fieldnotes on the first observation of a math TA.

> I got to school in plenty of time to check out the tape recorder and get to the classroom. I chose a seat near the back, then decided to move to sit next to a plug. This is an old lab room of some kind, and there was an auxiliary line of [electrical] plugs running around the side and back of the classroom. I chose a seat near the window and plugged in the tape recorder. . . . I turned it on. Nothing happened. I tried again. Nothing happened. My palms began to sweat and I thought to myself, "Don't panic. It's only a machine. You can deal with this." I tried another plug on the auxiliary line: nothing.
>
> The TA had started writing on the blackboard, but he hadn't started to talk yet. I got up and walked over to the door and turned the lights on, thinking that the power in the auxiliary line might depend on juice in the main line. As I returned to my desk, the TA thanked me for turning the lights on. I just smiled—rather weakly, I imagine.
>
> I sat down and tried to record something—anything! Still no power. Then I began to think I didn't know how to use the tape recorder. I thought you had to depress both the "play" key and the "record" key to record. I tried pressing just the "play" key: still no power. I had a vision of a bleeding ulcer starting to develop in my gut somewhere, and I considered running back to the department for another tape recorder: there was clearly something wrong with this one. But the TA had started to talk, so I decided to sit still, forget about the tape recorder and try to take notes. I felt pretty sick . . . through the entire class.

I had scheduled another observation immediately after this one, but I decided to scrap it and make it up later, rather than getting only a partial set of data (i.e., the fieldnotes without the corresponding tape recording). The field notes state, "I returned to the office to get another tape recorder. I plugged the tape recorder in . . . just to try it one more time and it worked. The power must have been off in that auxiliary line."

I suppose it's obvious that if you're going to tape record, you should always carry batteries, even if you plan to use the wall socket. But perhaps less obvious is the real message of **Lesson Number 3:** *Always* investigate the classroom where you'll be observing before the actual observation begins. This safeguard can make the observation easier as well as protecting your data.

These experiences led me to anticipate further possible realizations of Murphy's Law. What else could go wrong? A tape might break. Solution: always carry extra cassettes. I might accidentally re-record a cassette that contained observational data. Solution: label all the cassettes prior to recording on them and immediately remove the tabs to prevent the tapes from being erased. There might be a time when I would not be able to use the departmental tape recorder. Solution: buy a good tape recorder. I might not be able to identify the various voices on the tape and the sound might be muffled. Solution: buy a high quality omnidirectional stereo microphone and cross your fingers that these expenses will be tax deductible.

"... As I walked in, the TA said, "Oh-Oh, here comes the spy."

By now you are saying, "My gosh! She is really paranoid!" Call it neurotic if you like. I have simply come to believe that in classroom-centered research anything can go wrong—and a lot will. This maxim is especially true when one is dealing with naturally occurring lessons, with students and teachers who are going on about the business of learning, with or without the researcher and all the investigative accoutrements. I now firmly believe that it pays to anticipate problems that might make the data either less valid or less reliable—or just plain worthless.

There are other threats to the usefulness of classroom-generated data, particularly in research where the subjects are not a "captive audience." One such potential problem is related to the threat of mortality. In experimental research, the term "mortality" refers to the "differential loss of respondents from the comparison group" (Campbell and Stanley, 1963, p. 5). But the effects of mortality are not limited to comparison groups. They can influence the data even in research on a single classroom and even when the researcher is not measuring post-treatment performance. For example, one result of the disappearance of subjects in classroom-centered research with repeated observations is that types and patterns of group interaction change as the numbers of participants change (see Schmuck and Schmuck, 1975).

The fieldnotes in my study provide a drastic example of subject disappearance. The scene is the hallway outside the classroom where I was to observe a non-native speaking math TA. I arrived early but

> The professor and the last few students [from the previous class] were leaving the room. It was noon. There were no [math] students. I couldn't figure out what had gone wrong. Then I saw the TA and another Asian student come walking down the hall toward me. I said hello to him and told him I had thought I was in the wrong place since there were no students waiting. His friend slapped him on the back and kidded him that he was such a lousy teacher that he didn't have any students. The TA smiled weakly. I was horrified to realize that it could be true—there might not be any students at his class. His friend left and I stood in the hall outside the classroom with [the TA]. He looked at the clock on the wall. It was 12:05. . . . He said that the students had had a test on Friday in the professor's class, so maybe they wouldn't come to his class today. He looked rather sad as he said this and I felt awful for him. I asked how many students usually attend the section and he said seven. Then I made the mistake of asking how many are enrolled. He said there are about thirty students enrolled (in his section).

We waited in the hall for another fifteen minutes. No students came. As I left the TA waiting alone in his classroom, I thought of the haunting question of the 'sixties: "What if they gave a war and nobody came?"

This experience led to **Lesson Number 4**, which involves strategic flexibility: if you are observing regularly scheduled classes *always* leave room in your plan to reschedule an observation as needed, in case a class is cancelled, or the teacher gets sick, or you miss your bus—or all the students simultaneously and unwittingly commit temporary group mortality. Having the flexibility to reschedule an observation can be problematic, given the time constraints of the academic quarter. As a footnote to this episode, I was able to return to this TA's class the following week. There were three students present for half of the discussion, at which point one of them left.

One final problem I wish to discuss here is "reactivity." In naturalistic research, this refers to the effects of the researcher's presence on the behavior to be observed—what Labov has called "the observer's paradox" (Labov, 1972). This issue is particularly relevant, as Long has pointed out, if the observations are not covert—if the observer is not truly a participant and is not masquerading as a participant in the classroom. Possible reactive effects of the observer's presence in the classroom could involve changes in the teacher's behavior, as in Fanselow's (1980) description of language teachers bringing carloads of pictures and realia to class on the day of the inspector's visit.

If anything can go wrong, it will

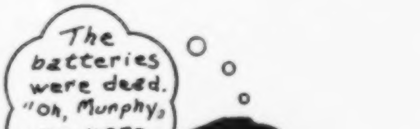
—Murphy's Law No. 3*

An example of such reactivity occurred in my pilot study when I observed a non-native speaking TA in a physics lab for the first time. The experiment that day had to do with measuring light and observing the spectrum. The fieldnotes state:

> I entered the room intending to sit near the windows where I could see [the TA], the students, and the blackboard. However, as I walked in, the TA said, "Oh-oh, here comes the spy." Some of the students looked at me. I quickly sat in the first chair by the door. . . . I smiled at the TA, hoping he was joking. I just sat at the desk and did not begin to write or do anything that anyone would notice. I just sat still for a few minutes as the TA began to talk again. He stopped in mid-sentence and said, "Oh-oh, you are making me nervous." I smiled again and said, "Just pretend I'm not here, please." He laughed (a bit nervously) and went on with his explanation. I sat still for a few more minutes and when it seemed that he was, in fact, ignoring me, I began to write some notes.

As it turned out, the TA got back at me a few minutes later by insisting that I try to do the experiment. I was more than

Continued on page 22


The batteries were dead. "Oh, Murphy, you were right!"

—Photographs of the author by Evi Mamacou

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LETTERS

STANDARDIZED TESTING, READING AND BLACK ENGLISH

May 2, 1983

To the Editor:

The term "black English" is used widely in the sociolinguistic literature to refer to a variety of American English spoken by the majority of blacks in urban ghettos as well as the rural south. Therefore, it is a social rather than a regional dialect that differs phonologically, syntactically, and lexically from "standard English."

Like all varieties of language that are shared by large populations, black English has an underlying system of rules which governs its production. In the view of some linguists, the quite obvious differences which exist between black English and standard American English have come about due to the Creole-based origin of black English; it has evolved from an early pidginization of West African dialects with slave-trade Portuguese and British-based English.

In support of this view, some striking similarities have been found between black English and pidgin languages such as Jamaican Creole and Gullah, spoken in the Georgia and South Carolina sea islands. Years of racial and social isolation have served to preserve this variety of spoken English and to insure its transferral from generation to generation.

The attention given to black English by the linguistic community has been relatively late in coming and unfortunately, little or none of the literature has had any impact on the language-teaching profession in the public schools. The prevailing view has been, and is now, that black English is a sloppy, deficient version of standard English. The "deficient" school of thought has its origins largely in the writings of educational psychologists whose work with non-standard English-speaking children has led to the development of various compensatory programs designed, in part, to eradicate the nonstandard dialect and replace it with standard English.

On the surface, this view may seem educationally sound; however, many linguists have openly attacked this "deficient" argument on the grounds that it is both linguistically and culturally unsound and that it is potentially harmful to the black child. Language and culture are intricately bound; indeed, it can be said that language is the carrier of culture. Therefore, an attack on one's language is an attack on one's culture, i.e., one's family and friends who share those language and cultural patterns.

During recent years a fair number of professional linguists have become interested in the language problems of poverty children and have conducted field studies with public school teachers at the local level. Based on these contacts, the linguists have observed that, for the most part, language teachers are linguistically uninformed and are not capable of dealing effectively with matters of dialect variation.

This linguistic naiveté is seen as being partly responsible for a substantial body of negative attitudes toward black English and its concomitant culture. In turn, it is believed that the combination of these negative attitudes and the lack of knowledge regarding descriptive linguistics are directly related to the black child's low self-concept, and perhaps most importantly, to his failure to learn to read standard English, a skill upon which most of his academic success will depend.

When large samples of black children or adults are given standardized reading tests they consistently score substantially lower than do whites. Based on the evidence as I see it, our public schools fail to teach them to read. They fail because teachers who are charged with the language component of education are not trained to deal effectively with linguistic differences that interfere with the process of learning to read standard English.

Let me hasten to interject that I do not advocate that the schools teach black English. It does not have to be taught; it is learned at home and in the community, and the schools have made little or no progress in attempts to eradicate it.

It is the business of the public schools to teach all children to read and write standard American English regardless of their linguistic and cultural backgrounds. If this is done effectively, the spoken language will take care of itself; that is, black Americans will learn to "code-switch," a linguistic term that implies the ability to switch from one dialect to another as required by the particular social situation. This will not happen, however, without well-trained, empathetic teachers who are capable of dealing with this singular linguistic problem.

What I do advocate is that institutions of higher learning that are in the business of preparing language teachers (language arts, English, foreign languages, speech) for the public schools undertake a very critical re-examination of their curricula. Language teachers would be much more effective, not only with black children, but with the school population in general if their preparation included more substantive courses in descriptive, historical and social linguistics and perhaps fewer courses in "educationese." If this were the case, I feel quite certain that we would witness a dramatic rise in standardized test scores of black Americans.

James F. Ford
University of Arkansas
Fayetteville, Arkansas

FEES FOR SERVICES RENDERED BY TESOLERS

May 26, 1983

To the Editor:

While I was chairing the Research Committee (which became an Interest Section), the issue arose as to whether TESOLers were being underpaid for professional services such as giving lectures and workshops, doing consulting, and reviewing manuscripts. I conducted a mini-survey to determine the kinds of fees TESOLers expected to receive for various services. What I found from a modest sampling of 16 university professors was that there was no consensus on the topic, and that, in fact, there was a lack of knowledge about what these fees should be.

With regard to speaking engagements, for example, $85 was the average suggested fee for a one-hour lecture (range $25-$200), $170 for a two/three-hour lecture (range $100-$300), $170 for a half-day workshop (range $75-300), and $290 for a full-day workshop ($150-$450). With respect to consulting, the average suggested hourly fee was $60 in the public sector (school districts, government) (range $20-$75), and $100 in the private sector (industry, research firms, institutes) (range $50-$275).

As for dealings with publishers, an average suggested fee for giving advice about ideas for books was $75 an hour (range $30-$150). Suggested fees for reading manuscripts were as follows: a quick perusal $60 (range $25-$100), a careful reading $160 (range $75-$400). Concerning royalties, it was suggested that we should receive on the average 11% on domestic sales (range 7-15%) and 12% on international sales (range 5-15%).

Bear in mind that these figures were not necessarily what our colleagues actually receive, but rather reflect their feelings about our professional worth. What was fascinating about conducting such a study was to discover that there exists a certain modesty (or perhaps even naiveté) in our profession as to our professional worth when rendering services. It is true that many of us are highly service-oriented, and would put our desire to serve the community above monetary considerations. Yet in these times when many of us are unable to attend TESOL meetings because of a lack of funds, it seems appropriate to give more thought to the value of services rendered. Other professionals such as lawyers, physicians, and engineers certainly do not hesitate to do so.

Andrew D. Cohen
School of Education
Hebrew University
91905 Jerusalem, Israel

Note: In a subsequent letter, June 20, 1983, Mr. Cohen indicated that while the sample in the above study involved only U.S. respondents and institutions, "plans are underway to broaden the sample and . . . to include a non-U.S. based group as well."

—Editor

FURTHER CLARIFICATION ON EMPLOYMENT ISSUES

May 31, 1983

To the Editor:

I am sorry that my letter (*TN*, December 1982) so bothered Lise Winer (*TN*, April 1983).

Professor Winer speculates on my family situation and projects insights into my personal character traits. She further implies I am naive, insensitive, insulting, and [in]adequately aware of EFL professional problems.

Furthermore, my work situation is irrelevant, as is Professor Winer's. However, I would point out that anyone functioning, and surviving, in a bureaucratic system (as all educational institutions are) has had to acquire some knowledge of how that bureaucracy functions. To effect change, one needs to learn the labyrinths of bureaucracy so as to *convince* administrative superiors to cooperate—bureaucracies, to my knowledge, are not naturally cooperative.

This need was the point of my first letter. If there are problems in one's working situation and the person wants to change these, he or she first has to be willing to do basic homework. A person needs to learn the power structures, the operating procedures, and the hidden lever that would move one's particular rock. Then, after these first arduous tasks, one needs to start working on that lever. This, I thought, was my basic message. Betterment of working conditions only comes through work at specific institutions, though national support could sometimes prove useful, in the final moments, however, one is dealing with a particular administrative body which has its own particular concerns and priorities.

Professor Winer "would not like to see our real needs and real problems dismissed as foolish." If she was implying that that was my intent, she should read my letter again. I wrote, "If we (EFL teachers) take martyr roles, we become fools." I still believe that. We need to

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LETTERS

Continued from page 7

realize that we are not unique in our problems. Until we do, we show little understanding of the world we say we want to become a part of. We need to learn the requirements needed to alleviate problems. The activity at American University last year provides a good example of teachers who successfully undertook to create change (see *WATESOL Newsletter*, October 1982, p. 16; *TN*, December, 1982, pp. 15 & 17, *The Chronicle of Higher Education*, November 3, 1982, pp. 27-28). It is this type of action that brings about results, but again, this is institution specific.

As regards my "naive and even insulting" recommendations on what to do in an unsatisfactory job situation, my comments in the two preceding paragraphs point out my basic approach. But in those cases where change cannot be made, for whatever reason, it would appear only sensible to look for another job. If people prefer to "hang on to what they've got," that is their choice—but it is also all they ever will have. One of the basic principles of successful job hunting is the willingness to relocate. Obviously there might be compelling motives to stay in a particular location, but a person is never forced to stay. Even though a decision to move would not come easily, it could be the best one to make. There are also other options: further education, career switches, and so on. This happens thousands of times in other professions; should ours be an exception? To be critical of relocation as a viable solution for a bad job experience (as distinct from a pervasive, professional problem) is to ignore the reality of the academic marketplace and the current nationwide/worldwide economic situation. Perhaps even more importantly, the nature of today's Toffleresque society would be completely overlooked.

I would also comment on the China program mentioned. I didn't want to dwell on that particular example, but my purpose was to point out a clear case of "international" exploitation. Far be it from me to tell people they should not participate (the program has in fact expanded into other countries), but I, for one, think it unfortunate that anyone should "appreciate" this situation or any other like it. Room, board, and $118 in exchange for teaching six weeks in a summer program, paying one's airfare, and receiving no salary cannot by any stretch of the imagination be considered equitable for professionals. Employment standards should be applied equally in all job situations in all countries. This could translate into $800 per month in Thailand, $2,000 per month in Saudi Arabia, or $1,500 per month in the United States (or whatever similar figures and countries one might want to use). But *no* pay equals exploitation. It is simply preying upon a person's interest in a particular country, or worse, taking advantage of a new teacher looking for overseas experience which can "be parlayed into a career springboard back home." Whether this policy originated with the Chinese university or the U.S. university, it should not be condoned or defended. And to bring in differential salaries or exchange programs when writing of this situation is to obfuscate matters.

One final comment on Professor Winer's letter is in order. Simply repeating the same generalized, stereotypical complaints of teachers in our profession gets us nowhere. The American University staff took action, as did the teachers of Senn High School in Chicago and their supporters. These, and others, are examples for us to emulate. These are examples to instruct us. These are examples that show that talking is not enough. We can look to TESOL for guidance, to committees like Sociopolitical Concerns and Professional Standards, but it is the teachers in their respective programs that make the real changes in their situations. It is Professor Winer's and my actions that determine how either of our institutions becomes better. Rather than speaking in generalities we should be examining specific cases of poor working conditions to come up with possible solutions. Communication of the latter sort between TESOL members is necessary to be truly productive.

Until we recognize and work through our problems in a manner becoming the professionals we believe ourselves to be, little will happen. Fortunately, many in TESOL have addressed and are addressing specific, identified problems and results are being realized.

Tim Robinson
St. Edward's University
Austin, Texas 78704

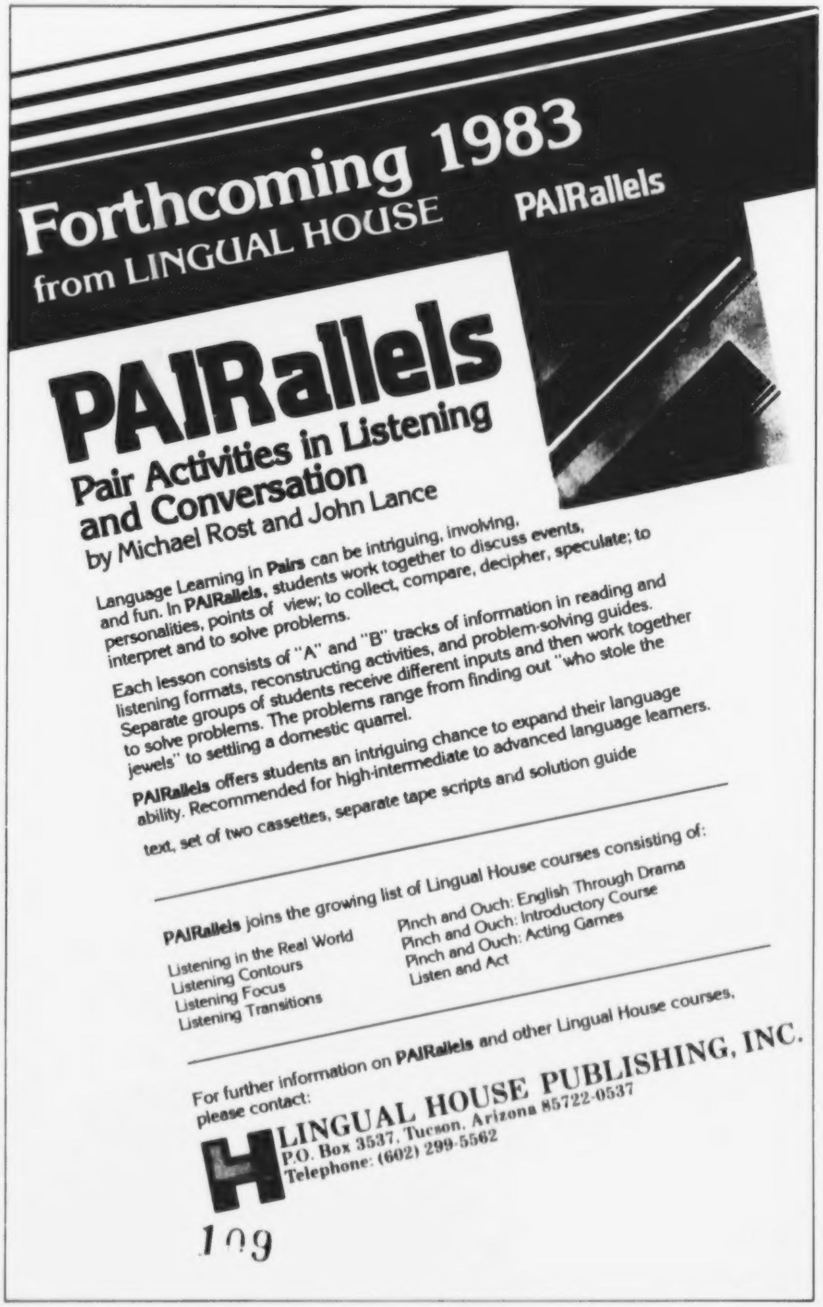
MS. WINER REPLIES

July 22, 1983

To the Editor:

I am happy to have Mr. Robinson's clarifications, and, of course, am in full agreement about the need for concrete and constructive improvement of our situations.

Lise Winer
733 Davaar
Outremonte, Quebec H2V 3B3



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LINKING NOTIONAL-FUNCTIONAL SYLLABI AND CROSS-CULTURAL AWARENESS

by Trish Delamere
Florida State University

Language education is supported and encouraged by current psycholinguistic and anthropological research. Much of this research points to both formal linguistic universals and universals of language acquisition. In addition, cultural universals, represented by underlying psychological and sociological commonalities basic to the human condition, are now of great interest.

Despite this universality, however, the conventions that relate linguistic forms to their actual communicative effect are not universal. For even though it may be possible to say anything in any language by a process of translation or circumlocution, what is permissible in the use of one language may not be in another. "People who speak the same language share not so much a grammatical competence as a communicative competence" (Wilkins, 1976).

Following this premise, language teaching is no longer merely concerned with grammatical competence but also with communicative competence. Concern is with the *appropriateness* of communicative acts as well as grammaticality (Hymes, 1972). While communicative competence may not necessarily be the goal of foreign language education (Valdman, 1977) due to constraints of reality—general education goals, community and school expectation, specific class goals, time, budget, and so—on (Strevens, 1977)—nonetheless, it is a practical goal for the teaching of English as a second or foreign language within intensive language centers in the U.S.A.

Teaching for communicative competence concerns itself primarily with facets of the language that deal with:

1. the *function* of a message over the form
2. meaningful interaction
3. fluency over accuracy
4. natural discourse

Cross-cultural awareness instruction is concerned primarily with a student's integration and adaptation to a novel communicative environment. Hence, it deals with:

1. natural discourse
2. the functions of the language for initial survival and coping skills
3. the socio-cultural appropriateness and acceptability of linguistic behavior
4. the precision of 2. and 3. within and according to specific and specialized linguistic and social environments.

Grammatical/structural/behavioral or situational-based syllabi do not meet the above criteria. Notional-functional syllabi offer a communication-oriented alternative.

A notional syllabus is in contrast with either a grammatical or a situational syllabus because it takes the desired communicative capacity as its starting point. Language teaching can then be organized in terms of the *content* rather than the *form* of the language.

Given the intensive and specialized nature of cross-cultural awareness instruction, a learner-based/experiential approach is taken. Notional-functional syllabi facilitate this student-centered approach to language learning and teaching. The process of deciding what to teach is based on a consideration of what the learner most usefully needs to be able to communicate. Then, decisions are made about the appropriate forms for each type of communication. "In short, the linguistic content is planned according to the semantic demands of the student." (Wilkins, 1976)

Notional-functional ordering thus organizes materials not by syntactic labels but by semantic notions: volition, concepts of space and time, futurity, locality; and/or speech acts: opening conversations, requesting information, apologizing, persuading, stating preferences, expressing enthusiasm, disagreeing and so on. Hence, an emphasis is placed on notions within a meaningful or "functional" context, rather than on manipulation of grammatical structures. The primary goal, therefore, is *use* rather than *usage* (Widdowson, 1978); that is, the ability to use linguistic knowledge for effective communication rather than mere knowledge of linguistic rules.

The philosophy behind notional-functional syllabi emphasizes the content and purpose of language communication. This philosophy accords well with the basic premise behind cross-cultural awareness instruction. In much the same way as the linguistic content is planned according to the semantic demands of the student, the cultural content is planned according to the degree of socio-cultural adaptation that the student needs to make. This depends a great deal on the degree of social and psychological distance that exists between the student and the target culture (Schumann, 1978). Some general cultural objectives might be:

1. engagement and participation in contact experiences with various aspects of the new culture,
2. acceptance and tolerance of novel attitudes and unfamiliar values,
3. facilitation of skills needed to deal with conflicts, both intra-personal and inter-personal, brought about by a new environment.

Clearly, these kinds of objectives synchronize well with the semantic notions expressed in a notional syllabus. In a cross-cultural awareness curriculum, therefore, semantico-grammatical categories are assessed according to the socio-cultural-functional needs of the students. Lexical items are dependent to an extent on these needs but also on the topics selected for attention. Instructional units are organized around cultural themes (Nostrand, 1973) and topics might include:

1. personal identification
2. relations with other people
3. education
4. food and drink (Van Ek, 1975)
5. marriage and family
6. appropriate social behavior
7. contemporary and controversial topics
8. awareness of the rights and obligations of aliens in the U.S.A.
9. the conventions involved in writing a research paper
10. advertising and media (Delamere, 1981)

Finally, the correct sequencing of instruction and materials is optimum in cross-cultural instruction. Cyclical progression is advocated for notional-functional syllabi (Wilkins, 1976; Valdmam, 1977), as opposed to linear/structural sequencing. Within a cross-cultural awareness training program, cyclical sequencing is preferred, for this allows receptive and repetitive experience for the students, which in turn encourages the integration of categories and concepts by the student.

All of these factors are an integral part of a teaching philosophy which stresses communicative competence. Thus, not only must the instructional syllabus allow for these experiences, so must the methods of instruction. The methodology must be sensitive to the psychological as well as the socio-linguistic needs of the students (Stevick, 1976, 1980). Community Language Learning (Curran, 1972) suggests a learning environment, involving the modification of traditional student-teacher roles, behavior, responsibility, atmosphere, motivation; in short, the entire learning environment, which lends itself well to a semantic-based curriculum. This type of learning/teaching environment secures and allows for both reflection and investment in the learning process by the student. (Stevick, 1976) Similarly, techniques and activities are selected on the basis of their contribution to the communicative cause, to the group dynamic, and to the experiential learning environment.

Cross-cultural awareness instruction, with its emphasis on self-awareness of all facets

Continued on page 28

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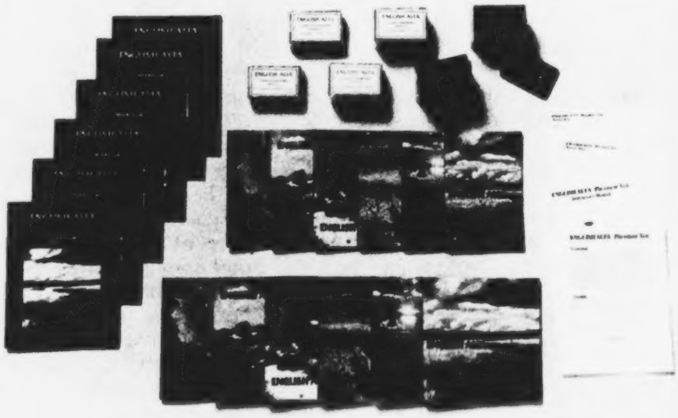

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NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

UPCOMING CONFERENCES

MINNESOTA HOSTS 3rd MIDWEST TESOL CONFERENCE

The third annual Midwest Regional TESOL Conference will be held on October 20-22, 1983, at the Radisson South Hotel in Minneapolis. The conference committee invites you to participate in a stimulating program of personal and professional enrichment which will include dynamic speakers, pertinent workshops and presentations, material exhibits, multicultural activities, and social events.

The conference is being held simultaneously with the fall convention of the Minnesota Council on the Teaching of Foreign Languages (MCTFL) which will allow for a wide array of presentation topics and opportunities for personal interaction with teachers from various language disciplines.

Among the featured speakers will be: John Haskell, current president of TESOL; Joan Morley, deputy director of the English Language Institute at the University of Michigan; Protase "Woody" Woodford of the Educational Testing Service and co-author of the ESL series *Bridges to English*; Jesse Soriano, director of the U.S. Office of Bilingual Education; James Alatis of Georgetown University, executive director of TESOL; and William Ridley, vice-president of Control Data Corporation.

Small group presentations will address teachers of all age and skill levels, with opportunities to learn more about classroom methodology, techniques of language assessment, cross-cultural strategies, language acquisition, and use of computer technology, to name a few topics of interest. Music and art forms from various ethnic groups will be displayed throughout the conference, and rap sessions and social events are planned to give participants a means of getting acquainted, sharing ideas, and partaking of the cultural scene of the Twin Cities.

Registration materials can be obtained by writing to Wanda McCaa, 885 — 21st Ave. S.E., Minneapolis, MN 55414.

CULTURES IN CONTACT: THEME OF ATESL/MEC CONFERENCE

The 1983 Fall Conference of the Alberta Teachers of English as a Second Language and the Multicultural Education Council of the Alberta Teachers' Association will be held November 10-12 at the University of Calgary. The theme of the conference is "Cultures in Contact: Conflict or Communication?" In addition to the plenary sessions, workshops and presentations scheduled for November 11 and 12, there will be a pre-conference symposium on November 10 which will address the conference theme. The symposium will be of interest to anyone working with community and educational groups in the area of intercultural interaction. For further information, contact: Tara Holmes, ATESL/MEC Conference, Riverside Bungalow, 711 Second Avenue, N.W., Calgary, Alberta T2E OG3, Canada. Telephone: (403) 237-0003.

SENTENCE COMBINING CONFERENCE AT MIAMI UNIVERSITY, OHIO

The second Miami University Conference on Sentence Combining and the Teaching of Writing will take place in Oxford, Ohio, October 21-22. Featured speakers will be Peter Elbow, Donald Murray, and William Strong. For information or to register ($20) contact Max Morenberg, Director, Sentence Combining Conference, Department of English, Miami University, Oxford, Ohio 45056. Telephone: (513) 529-7221.

NARDSPE CONFERENCE CALL FOR PAPERS

The National Association for Remedial/Developmental Studies in Postsecondary Education (NARDSPE) will hold its eighth conference in Philadelphia, Pennsylvania, on March 8-10, 1984. The focus of the presentations can be on practice or theory on a single technique or an entire program in basic skills and support services. Topics may include 1) instruction (reading, writing, math, reasoning, study skills, other coursework, cognitive learning strategies, computer assisted instruction, etc.); 2) personal assistance (counseling, advising, diagnosis, tutoring, peer support, financing, learning disabilities assistance etc.); 3) data-related activities (testing, evaluation, student profiles, computers, etc.); or 4) management and support (learning center organizations, professional development, public relations, planning, grantsmanship, faculty relations, etc.).

The deadline is September 15, 1983. For further information contact: Nancy Boozer, Program Chair, Dundalk Community College, 7200 Sollers Point Road, Baltimore, Maryland 21222.

LOS ANGELES SECOND LANGUAGE RESEARCH FORUM

The fifth Los Angeles Second Language Research Forum (SLRF) will be held November 11-13 at the University of Southern California. There will be panel sessions and papers on discourse analysis, interlanguage, computer-assisted instruction, bilingualism, and classroom research. Contact: Roann Altman, American Language Institute, JEF 251, University of Southern California, University Park-MC 1294, Los Angeles, California 90089-1294. Telephone: (213) 743-8866.

BILINGUAL/ESL CONFERENCE AT WILLIAM PATERSON COLLEGE

The theme of the third annual William Paterson College Bilingual/ESL Conference, November 4-5, is "On Becoming Bilingual: Current Approaches to Teaching LEP Students." Dr. Sara Melendez, director of the Office of Minority Concerns of the American Council on Education and Dr. Earl Stevick of the U.S. Foreign Service Institute are the keynote speakers. Contact: WPC Bilingual/ESL Conference, Office of Continuing Education, Wayne, New Jersey 07470.

CALL FOR TOPICS FOR TEACHER EDUCATION I.S. AT TESOL/HOUSTON

The Teacher Education Interest Section is calling for topics to be addressed during the two-hour academic session at TESOL '84 in Houston. If you have suggestions for topics which you would like to see addressed at this session, send your name, address, telephone number, and a brief description of the topic by October 1 to: Richard A. Orem, Department of LEPS, Northern Illinois University, DeKalb, Illinois 60115, U.S.A. Telephone: (815) 753-1448.

SENTENCE COMBINING ENTHUSIASTS ATTEMPTING TO FORM INTEREST SECTION

A rap session on sentence combining was held at TESOL '83 in Toronto. The participants decided to issue a newsletter during 1983-84 and, if there is sufficient primary interest, to seek recognition as an Interest Section at TESOL '84. To get on the mailing list, to contribute to the newsletter, etc., contact Macey McKee, Curriculum Director, WESL Institute, Western Illinois University, Macomb, Illinois 61455. Telephone: (309) 298-1107.

JAMAICAN ENGLISH IN TORONTO COURT

In March 1983, a Toronto, Canada court heard expert witness Maureen McNerney, an ESL/D teacher and teacher trainer at the University of Toronto. In question was the spoken testimony—taped and live—of two Jamaican Creole English speakers. McNerney, noting examples of misunderstandings which arise easily in such situations, explained that Jamaican English was not simply "bad English," and that people considering this testimony could be prejudiced against the defendants because of misconceptions about their language. The court ruled to allow interpreters for the taped and courtroom evidence of the defendants.

—Reprinted from *Standard English as a Second Dialect Newsletter*, June 1983.

ESL YOUTH SPOTLIGHTED

The English as a Second Language Youth Committee (YESL) of the Directions ESL Program of the Immigrant Services Society of British Columbia mounted a highly successful program for the Multicultural Workers' Network at the Vancouver YMCA in June.

Over 50 people heard a panel of young immigrants from Poland, Vietnam, Peru and India tell what it was like to arrive in this country under a variety of different circumstances. This was followed by another panel of those who work with youth in Vancouver. They described their satisfactions and problems in this very important area of community work.

Spirited responses from the multicultural audience concluded an evening for which this enthusiastic YESL committee is to be congratulated.

—*Naomi Katz*, Directions ESL

Continued on page 28

INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

TESOL: A NON-DOMESTIC POINT OF VIEW

From Greg Larocque of TESL Ontario, an affiliate of TESOL, comes this discussion of TESOL in its relation to its affiliates outside the United States. ***L. Hamp-Lyons***

The references to TESOL as "an international association. . ." have recently sparked off an awareness of the role of TESOL vis à vis its non-U.S. affiliates. It is from this perspective that the following is written. Let me say at the outset that it was a professional high to be part of the recent TESOL convention in Toronto, and the following remarks should be seen in that light. Also I must point out that these are my own thoughts and are not necessarily the official policy of TESL Ontario. I would like to address two basic questions, and in the light of their content, to make a proposal to the TESOL membership.

The first question is: "How is TESL Ontario non-domestic?" To answer this adequately, one must know something of the governmental structures and mandates involved, the organization of ESL bodies in Canada, and the kind of language concerns the Ontario community has.

In the April issue of the *TESOL Newsletter*, much was made of the Sanibel Statement, which suggested a coherent, coordinated state (Florida) and national multiple language policy. In Canada since 1967, the Canadian Federal Government has had such a policy—an official national policy—of bilingualism (English/French) and multi-culturalism with the extensive support and funding such a policy entails. Moreover, a mandate of the Ministry of State for Multiculturalism is to foster and support awareness of the many cultural backgrounds of Canadians—Inuits, Native Peoples, French, English, Italians, etc. To this bilingual end, the Federal Public Service Commission has a materials- and program-development staff of over 100 individuals, maintains a *permanent* teaching staff of over 300 trained teachers, and allows a student-teacher ratio of 8:1. Canadians seem conscious of and sensitive to the many-cultured mosaic of Canadian life and enjoy the multitude of heritages of its peoples. Every provincial or territorial government in Canada has programs to integrate cultural minorities into the mainstream of provincial life while striving to maintain the integrity of the particular cultural heritage.

Every province in Canada has an ESL organization, and all are members of TESL Canada, a 3,100-member national umbrella association representing ESL concerns federally and provincially. (Only three of Canada's provincial associations are TESOL affiliates, however.) TESL Canada has been singularly successful in sensitizing government Ministers to language needs. In addition, TESL Canada is also very involved in discussions and projects with foreign governments (e.g., the People's Republic of China) as well as heritage groups (e.g., the Association of Indian Chiefs of Ontario). For Ontarians, TESL Canada has concerned itself well and directly with their needs.

Lastly, to understand our position as a non-domestic affiliate, one must look at the actual content of our ESL programs. Because of the high profile of cultural groups and their integration into provincial mainstreams, each province has certain cultural considerations in its approach to ESL. In trying to maintain our individual backgrounds, we have a certain "homeland" sensitivity; we have always been proud to look back to our roots. We have very close European connections (British/French) which often come closer to meeting our language needs than do our U.S. links. We tend to look to British and French research and trends (functional/notional) rather than to American (socio-/psycho-linguistic and communicative).

The second question I would like to answer is: "Why is it worthwhile for someone in Ontario to be a member of TESOL?"

The primary reason—as Alice Osman pointed out at the TESOL rap session—is the sharing of expertise, knowledge, research, and personal experience; we are professionals who can all talk the same language, empathize with each other's situations and help solve each other's problems. An element of this world-wide network is the availability of materials and publications from around the world. There are projects and programs in Ontario which can find cousins in other regions and countries.

Individually we are each a part of an association of educational professionals committed to a specific goal—broadening the linguistic, cultural, and personal horizons of our students.

For a TESOL member in Ontario, another

Continued on page 15

TITONE OF TESOL/ITALY HEADS EARLY BILINGUAL READING PROJECT

Renzo Titone of the Department of Psychology, University of Rome, is directing a research project designed to look into the possible benefits of early reading in two languages. The specific purposes of this research are to determine: a) the possibility and effectiveness of learning to read simultaneously in two languages between the ages of 4 and 6; b) the correlation between early literacy and bilingual development; c) the correlation between early biliteracy and cognitive development; and d) the correlation between early bilingual literacy and overcoming the cognitive and linguistic disadvantages of immigrant children.

The children are pretested for verbal intelligence and to ascertain the nonexistence of reading ability. Instruction is carried out for a minimum of one school year through the systematic use of the "Early Bilingual Reading Kit," developed by Titone, which includes reading materials in Italian and English, French, German or Spanish. In general, the teaching is done by kindergarten teachers, though parents can also carry out this responsibility if competent. Teachers in the project have the opportunity to suggest corrections or modifications of the materials.

Upon the completion of instruction, the children will be tested for reading ability, intelligence, and bilingualism. Information will also be gathered by means of a questionnaire filled out by the parents and teachers of children introduced to bilingual reading. For further information on this research project write to Prof. Renzo Titone, Via Madesimo 22, 00135 Rome, Italy.

—from Reading Today International, May/June 1983

Andrew D. Cohen

COHEN TAKES PRIDE IN TESOL'S INTERNATIONAL GROWTH

Andrew Cohen of ISRATESOL (Israel) was appointed to the TESOL executive board to fill the unexpired term of executive board member Penny Larson. It was felt that Mr. Cohen would well represent the interests of research, higher education and give an additional international perspective. (See TN, April 1983, p. 3.) Here he gives us his perceptions of the international aspects of his role as executive board member.
L. H.-L.

As TESOL grows, so grows the number of international affiliates in our organization. As of TESOL '83 in Toronto, there were 17 affiliates outside the United States: six from Europe, four from Latin America, three from the Far East, three from Canada, and one from the Middle East.

While my appointment to the TESOL executive board may be viewed as representing both the interests of research and of higher education, I see my primary job for 1983-84 as that of liaison with affiliates outside the United States. Some of my functions may include the following:

1. Relaying to the TESOL executive board the concerns of particular affiliates;
2. Promoting contact among non-U.S. affiliates and assisting in the development of regional networks of TESOL affiliates;
3. Encouraging regional meetings of affiliates;
4. Encouraging contacts between non-U.S. and U.S. affiliates;
5. Assisting affiliates in obtaining TESOL speakers;
6. Encouraging the formation of new non-U.S. affiliates.

I welcome correspondence from readers on these matters. Please write to me at the following address: Professor Andrew D. Cohen, School of Education, Hebrew University, 91905 Jerusalem, Israel.

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

TEACHING THE SHORT STORY TO ESL STUDENTS ENTERING COLLEGE

by **Don Henderson**
AFS International/Intercultural Programs

Teaching the short story to ESL students can be a beneficial experience both in terms of the student's language skills and as a method of introducing the student to literature in English. Unfortunately, very few acceptable texts are available for introducing ESL learners to English literature,* and until a totally suitable text becomes available, the only feasible alternative is for teachers to prepare an anthology themselves. In this way teachers can be sure that vocabulary and concepts within the story are appropriate. The much neglected short story offers a wonderful opportunity to move from the traditional ESL text into the exciting and rewarding field of literature. Students often measure their real ability in a language with being able to read native language literature. And, as college-bound second language students have to take some form of English at the college level, studying the short story beforehand gives them an understanding of literature and some of the terminology associated with it.

The Short Story

The short story is distinct from other forms of literature in English. It is short and streamlined. It aims at a single unified effect and has one plot and generally no subplots. It has few main characters and often covers only a short period of time. Because of these unique characteristics and the fact that the short story is descended from myths and folk tales, teachers outside English-speaking countries can often find similar themes in local and regional tales. This makes the relevance of the teaching material appropriate to the student. Local stories can often be used to ease the student into the short story and the short story, in turn can be used to ease the student into more complex forms of English literature.

Following is a list of short stories which maintain a high level of student interest and which provide all of the basic short story elements. Ideally, the student should appreciate the story for itself. However, critical appraisal requires training in literary form and terms. All of the following stories have been taught successfully to advanced ESL classes and they provide thought provoking themes.

"The Lottery" by Shirley Jackson
"The Necklace" by G. de Maupassant
"The Gift of the Magi" by O. Henry
"The Monkey's Paw" by W. W. Jacobs
"The Bet" by Anton Chekhov

"The Garden Party" by Katherine Mansfield and "The Cask of Amontillado" by Edgar Allen Poe are more advanced but equally worthwhile stories.

Elements of the Short Story

The elements of the short story are the major building blocks that authors use to create their desired effects. The four essential elements of the short story are plot, conflict, characters and setting (place and time). Authors use a different combination of these four elements to achieve a remarkable number of different outcomes. Students will gradually understand how different elements interact to create a total feeling or result. Additional elements, such as theme, mood, style and tone are other tools authors use to magnify or create whatever overall story quality they are seeking.

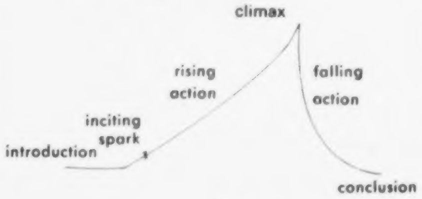
Because of the brevity of the short story, students can see the story breakdown more clearly (i.e., introduction, body, conclusion). The opening of the story, for example, generally outlines setting and tone, introduces characters and tells us the author's point of view. Very early in the story the initial incident which sparks the rest of the action occurs. Once this element has been introduced the plot/main character, develops/struggles with the conflicts to the moment of decision (climax). After the climax the tension is relieved quickly and the outcome is certain. The action falls (denouement) and the story ends. This is one of the short story's major advantages. The impact is immediate and the variety of results infinite. Students may be better able to understand the plot structure by observing the development graphically. (see *Figure* below).

Once the students understand the major elements of the short story, they should begin analysis of the ways authors use a combination of such elements to achieve different results.

Some Ideas on Introducing Short Stories

A. Give the story as a home assignment or begin reading the story in class and give the remainder for homework. This initial reading is to promote general understanding.

Development of Action in a Short Story



B. Make use of the first few periods in doing the short story as explanation lessons specifically on understanding plot, character, mood, theme or whatever major point(s) the teacher wishes to emphasize. Ask questions designed to have the students take a particular approach inductively. With either approach the goal is to provide essential understanding of the story.

C. Select about 25 key words from the story which have to be learned by the students. Assign half the words.

D. Give the students a copy of the word list (with page numbers). On the first night after the story has been read have the students find the word on the given page, circle it and find a definition of the word which fits the context.

E. The next day, as a 15-minute segment of the lesson, go over the definitions making sure the students have chosen the correct definition, then assign the second half of the word list.

F. Use the remaining time in every period to explore the major aspects of the story. This time should include a clarification of the cultural values the writer assumes of the reader.

G. Complete the vocabulary list on the following day. In the meantime students should underline other words in the story which they don't understand. The teacher has to allow time to explain most of these words since students cannot be responsible to look up every unknown word. English-to-English dictionaries are most important in this assignment.

H. Discussion time is flexible but is generally beneficial for about two periods. At the end of this time, study questions should be assigned.

Teaching and Testing Basic Elements of the Short Story

Teachers can select or prepare a medium length paragraph which they then give to the students. This method can be used to either test or teach short story elements. For example, if teachers wish to teach (or test) an author's use of irony, they can have the students underline each word/phrase in the paragraph which is used ironically. A discussion of the selected words/phrases could then follow. This same exercise can be used to teach words which emphasize symbolism or mood or words which portray character, either through direct description, speech, thought or action.

Grammar Exercises

Grammar exercises can also be developed to expand the students' appreciation and understanding of the short story, in part and in total. In developing/teaching such story aspects as style or theme, for example, the teacher could point out the following: the types of adjectives used—colorful, drab, few, etc.; types of verbs—active or passive, verb "to be" or action packed; sentence construction—simple or

Continued on next page

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*As an introduction to relatively modern short stories, many teachers of advanced ESL students have successfully used *Twentieth Century American Short Stories* by Jean McConochie (1975, Collier Macmillan). Other collections which have been found to be useful are *Modern Short Stories in English* edited by Robert Dixon (1975, Regents); also, *Points of View: An Anthology of Short Stories* edited by J. Moffett and Kenneth R. McElheny (1966, New American Library) and *Literature in English*, Book 6 in the *English For Today Series* compiled and edited by the National Council of Teachers of English (1964, McGraw-Hill).

TEACHING THE SHORT STORY

Continued from page 13

complex; types of words (vocabulary sophistication)—common or difficult; use of moralizing modifiers to "color" the author's writing; and sentence length—making understanding easy or difficult.

Story Review

A story review exercise is best used at the end of the short story unit. The teacher can draw up an exercise grid on a ditto master (or blackboard) listing the different authors down the left side of the page. Then across the top of the page, the teacher could list such categories as adjectives, verbs, sentence construction, kinds of words, sentence length, etc. (These categories are only suggestions.) Students can fill in the grid giving examples from the stories. This type of exercise should only be used to assist in the overall understanding of the short story. Such divisions can give the impression of compartmentalizing story units and this should be avoided. Teachers should take care that the students understand that these exercises are to aid in total story appreciation.

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Suggested Assignments

This final exercise should incorporate all the knowledge that the students have acquired from studying the short story. Such incorporation is best accomplished by oral reports and/or written exercises. Students could either do a single topic for the whole class or assignments on individual topics. This type of approach can be very beneficial to individual students and can be of great help in improving overall writing style. For example, in describing the plot, the use of appropriate linking words such as *first, next, finally*, etc. helps in organization. And, as so often happens in a second language class, there are such differences in writing ability that the individual assignments can pinpoint student weaknesses, provide each writer with an adequate challenge and give the teacher greater scope in teaching the story. The following is a suggested topic breakdown:

Plot: Basically this is a summary of the most essential happenings of the story and the outline or importance of the plot should be assigned to the weaker students to improve their confidence.

Character: This should include both a physical and psychological description as well as other facets such as juxtaposition and contrast.

Conflict: This should analyze the struggle which grows out of the interplay of two or more opposing forces in the plot.

Setting and Description: This should include place, time, environment and some comment on the author's style.

Interpretation and Meaning: This should deal with symbols and contemporary applicability. This is the most analytical category in the assignment breakdown and is best reserved for the more advanced students.

The short story can provide an effective method to improve student appreciation of (English) literature and can also help in improving grammatical weaknesses. The objective in providing these teaching suggestions is to heighten the ESL student's awareness through a medium which is both instructive and fun.

About the author: Don Henderson has taught and directed ESL/EFL programs in Australia, Greece and the U.S. He is currently director of promotional services for AFS International/Intercultural Programs.

Further Reading

Allen, David E. and Rebecca M. Valette. (1977) *Classroom Techniques: Foreign Languages and English as a Second Language.* New York, Harcourt Brace Jovanovich, Inc., pp. 278-280.

Gorman, Thomas P. (1979) "Teaching Reading at the Advanced Level," M. Celce-Murcia and L. McIntosh (eds.) *Teaching English as a Second or Foreign Language.* Rowley, Massachusetts, Newbury House Publishers, pp. 154-162.

Julius, O. and G. Marketos, (1983) "Growing Up in English Class," ***English Teaching Forum***, Vol. XXI, No. 2.

Norris, W. (1970) "Teaching Second Language Reading at the Advanced Level," ***TESOL Quarterly***, Vol. 4, No. 1, pp. 17-35.

Povey, John. (1979) "The Teaching of Literature in Advanced ESL Classes," M. Celce-Murcia and L. McIntosh (*op. cit.*) pp. 162-186.

INTERNATIONAL EXCHANGE

Continued from page 12

advantage is the possibility of an internationally backed lobby group. As noted above, TESL Canada has proven to be a very effective lobby in Ottawa and provincial capitals. One can imagine its increased effectiveness if backed by a world-wide organization.

However, this very worthwhileness brings with it certain concerns, some of which are outlined below:

1. What kind of financial support could a non-U.S. affiliate reasonably request?
2. What person-resources could a non-U.S. affiliate request and receive?
3. What courseware, text or report resources could a non-U.S. affiliate request and receive?
4. What lobbying efforts could an affiliate outside the U.S. request from TESOL?
5. How aware is TESOL, an "international association," of the concerns of its non-U.S. affiliates?
6. Why are decisions of an "international association" made by a set of officers which has two "non-domestic" members out of thirteen?
7. Why are affiliates outside of the continental U.S. defined in terms of the U.S., e.g., "non-domestic" vs. "domestic"?

To create a more equitable and truly international organization, I would propose a three tiered organization. The first tier would be the current system of state, provincial or regional TESOL affiliates, e.g., CATESOL, TESL Ontario, Intermountain TESOL. The next level would be a system of national TESOL associations composed of all the local affiliates, e.g., TESL Canada, TESOL U.S., JALT. The third tier would be the reorganization of the executive board to include members of the second tier in an equitable way.

The realization of this proposal would require—at the very least—that membership drives be launched by TESOL affiliates in each country to build up each national association. Necessarily, part of the membership fees would have to remain in our own countries. More important than either of these, however, would be the need for TESOL members everywhere to become aware that TESOL had truly become an international association, and to be conscious of the international role of TESOL. It requires the basic but profound awareness that each country should be equal in the eyes of its peers and that each has an important contribution to make to the growth of inter-national awareness among TESOL affiliates.

Greg Larocque
TESL Ontario Affiliate
454 University avenue
Toronto, Ontario
Canada M5C 1R6

A RESPONSE TO MR. LAROCQUE'S QUESTIONS

The questions that Mr. Larocque asks are not simply or easily answered and are part of an ongoing discussion among various committees, interested groups and the Executive Board of TESOL. There are a variety of views on how some of the issues should be dealt with. They involve financial and professional consideration and have important implications for the future directions of TESOL. Some of these questions can be answered in part by clarifying policy as it is perceived by the Executive Board of TESOL. The following is an attempt to do that.

John Haskell, President TESOL

1. What kind of financial support could a non-U.S. affiliate reasonably request?

Non-U.S. affiliates can and have received the same kind of financial support that U.S. affiliates have. There has been both indirect support for special projects, e.g., loans for publication and for the alleviation of temporary financial stress periods, etc., and, when needed, direct support in the form of paying the expenses of speakers to affiliate annual meetings. Almost every affiliate has had speakers on one occasion or another whose entire or main expenses have been paid wholly or partially by TESOL.

2. What person-resources could a non-U.S. affiliate request and receive?

All affiliates annually receive an updated list of suggested speakers whose areas of expertise are included on the roster. The list is not meant to limit the choice of speakers that affiliates might make, but rather, is truly intended as a list of suggested speakers made up of current leadership of TESOL—the Executive Board, committee chairs, editors, and interest section officers. TESOL has, in fact, responded positively to requests by affiliates for other speakers.

3. What courseware, text or report resources could a non-U.S. affiliate request and receive?

A list of TESOL publications is available from the TESOL office and, upon request, all affiliates can receive a sample copy of the publications. In addition, relevant TESOL reports are regularly sent to affiliates and interest sections. The *TESOL Handbook* (designed especially for affiliate presidents, interest section and standing committee chairs) has just been updated and will be sent out before the end of the year. The *On TESOL* series provides, at low cost, a sampling of each convention's papers and plenary session addresses, thus making it possible for those members who are not able to attend conventions regularly, to have a sense of the significant trends in the ESL/EFL teaching field.

4. What lobbying efforts could an affiliate outside the U.S. request from TESOL?

TESOL's mechanism for dealing with specific questions is through its standing committees which are mandated to bring to TESOL's attention the problems of our members. TESOL is, in fact, limited in that it can respond only to direct requests from affiliates on local matters. Even then its role is to make available any professional information that might be relevant. TESOL has acted in the belief that all such information could be useful to every affiliate at some time or other and thus has made all information available to everyone. The hope has been that each affiliate would judge the relevance of any correspondence and act on it as it saw fit.

5. How aware is TESOL, an "international association" of the concerns of its non-domestic affiliates?

TESOL is as aware of affiliate concerns as its affiliates make it, and fortunately, this effort seems to be increasing. There is no other channel for getting affiliate concerns and information to TESOL except through the affiliates themselves. TESOL has frequently expressed its concern

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AFFILIATE/INTEREST SECTION NEWS

TESOLERS TO HAVE A BUSY FALL

September 16-17	Kentucky TESOL/KCTFL Louisville, Kentucky
September 23-25	JALT Annual International Conference Nagoya University of Commerce Nagoya
September 30-October 1	TEXTESOL-IV Annual Meeting Hyatt Regency Houston, Texas
September 30-October 1	WATESOL Georgetown University Washington, D.C.
October 13-15	Rocky Mountain Regional Conference Salt Lake City, Utah
October 14-15	ORTESOL Portland, Oregon
October 15	NCA/TESOL University of North Carolina Charlotte, North Carolina
October 15	Penn TESOL—East Community College of Philadelphia
October 20-22	Midwest Regional Conference Minneapolis, Minnesota
October 21-22	WAESOL Fall Conference University of Washington Seattle, Washington
October 21-22	TEXTESOL—V Fall Meeting North Texas State University Fort Worth, Texas
October 21-23	MEXTESOL National Convention Hotel Fiesta Palance Mexico City
October 21-23	NYS ESOL BEA Annual Conference Smithtown Sheraton Long Island, New York
November 4-5	TESOL Italy National Convention LUISS, Rome
November 5-6	TEXTESOL State Conference El Paso, Texas
November 5	BATESOL Towson State University Towson, Maryland
November 6	LOS BESOL Lancaster, Pennsylvania
November 12	MITESOL Conference Eastern Michigan University Ypsilanti, Michigan

TESOL PORTUGAL CONVENTION

TESOL Portugal (Lisbon, April 14-16 1983) provided a rousing start to its convention with a group of young musicians called *Tuna Academica da Escola Secundaria Andre Gouveia de Evora.* Playing a variety of folk songs, they astounded the audience with their talent and versatility, and caused the opening speaker, Rachel Belgrave (England) to be heard gravely muttering: "How do you follow that?" which she nevertheless did in a paper entitled "Co-operating with the Learner."

The convention as a whole had two main themes—"Cooperation and Coordination in the Classroom with Special Reference to Adolescent Learners" and "English for Science and Technology with Special Reference to Engineering." The former attracted far more attention than the latter, if audience size is to be the criterion. ESP is relatively new in Portugal; the British Institute, for example, only started offering special English courses at the end of last

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AFFILIATE/INTEREST SECTION PAGE

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

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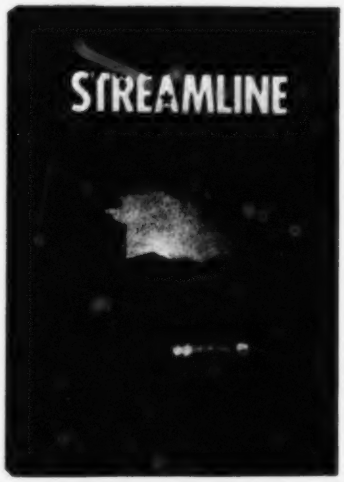

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AFFILIATE NEWS

Continued from page 16

year. By contrast, sessions dealing with general secondary school English were often standing-room-only affairs. Interest in grammar was strong: papers by Wim Welsing and Tom Hutchinson in this area had an estimated 500+ attendees, while Mary Spratt's workshop on "Grammar Work at Late Intermediate and Advanced Levels" had to be repeated because of the heavy demand. This interest reflected the strong practical flavor of the convention, a bias which was clearly appreciated by all the participants.

There was a variety of speakers, including a number of native English speakers working in Portugal at the British Institute, the American Language Institute, and International House; guest speakers Rachel Belgrave, Eddie Williams, Tom Hutchinson and John Higgins (all from England) and various publishers' representatives.

TESOL Portugal was well-organized, well-attended, and clearly appreciated by all who came. The organizers of TESOL Portugal '84 must be gravely muttering: "How do you follow that?"

by Tom Hutchinson, University of Lancaster

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REFLECTIONS ON MY LEARNING PROCESS DURING A "SILENT WAY" JAPANESE WEEKEND

by Raymond V. Maher
St. Hilda's and St. Hugh's School
New York City

Note: In this article, the author has expanded upon ideas he originally expressed in a brief paper for Steve Shuller of Teachers College, Columbia University, upon completion of a "Silent Way" Japanese Weekend March 5-7, 1982.

For the past several years students in the TESOL program at Teachers College, Columbia University, have been required to spend one "intensive weekend" of twenty hours studying Japanese taught by an experienced "Silent Way" instructor. The following are a series of remarks on my own frustrations and triumphs during the "Japanese Weekend" in March of 1982.

When I undertook to write this report on what I observed of my own learning style during the Silent Way Weekend at Teachers College, I was unaware of how difficult the "confessional" nature of the task was going to make it. While trying to observe and record what I first perceived as the largely mechanical task of learning some new sounds and phrases, I found my personal insecurities and psychological defense mechanisms coming to the fore at every turn. Reviewing my several pages of private notes at the end of the weekend, I went on to conclude that my thoughts were too scattered and the topic too complex for me to handle in a few short pages. It was at that point that I recognized the frustration I had met so many times during the weekend whenever I found a given task too hard or unrealistically challenging. In every case I was able to deal with the material after I had relaxed and let go of the psychological "choke." Learning not to be overwhelmed in the face of the apparently overwhelming was the most important lesson I drew from that weekend. It will necessarily have implications for my teaching as well.

Although the task of studying a foreign language was not in itself new for me, learning Japanese and monitoring my own learning process *were* new, and I set out just to learn as much Japanese as I could in twenty hours, assuring myself that all threat had been removed since the course was non-graded and no tests were to be given. I eventually realized that I had inadvertently provided my own element of threat in challenging myself to learn as much as possible, i.e., to "try" as hard as I could.

DISCOVERING MY DEFENSES

My first discovery was that I tend to be defensive when unfamiliar things are introduced, resentful that it may be too much for me to learn at once and that the teacher is making an unrealistic demand upon me. My insecurity leads me to become frustrated easily. "I'll never get these sounds and colors down," I thought, and later, "I'll never get these Japanese characters straight!" It was only when I relaxed and gave up the quest of remembering perfectly that I found the task within my grasp. It was hard to discern whether I had relaxed because I had started to identify the sounds and thus felt less threatened or because I had "surrendered" to the process as the new word or structure became familiar through practice.

Continued on page 19

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Arkansas State University. ESL instructors sought for the Intensive English Program of the Saudi Arabian Customs Project to teach in Jonesboro. Openings are anticipated in October. Qualifications: M.A. in ESL with experience. Contract base is $18,000 for a 12-month appointment and includes full benefits. Send resume with supporting references to: Coordinator, Intensive English Program, Saudi Arabian Customs Project, P.O. Box 2410, State University, Arkansas 72467.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at its programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2250.

Systran, Inc., Beaumont, Texas. Experienced instructors needed in August (or later) 1983, to work on ESL training program in Beaumont, Texas. Qualifications: M.A. in TESOL essential; also, a minimum of 1-2 years ESL teaching experience. Competitive starting salary and benefits including comprehensive medical/dental group coverages. Please send resume or call: Roberta Kushen, Director of Personnel, Systran, Inc., 70 West Hubbard Street, Chicago, Illinois 60610. Telephone: (312) 321-0707.

Systran, Inc., Middle East. International training company is accepting applications for ESL instructors and curriculum specialists to travel on single status and work in the Middle East beginning in September, 1983. Duties: teach technical English and prepare lesson plans and teaching materials. Qualifications: M.A. in TESL preferred, with B.A. in linguistics or equivalent, coupled with TEFL certification and/or a minimum of two years TEFL teaching experience, preferably to Middle Eastern trainees. Please send resume or call: Roberta Kushen, Director of Personnel, Systran, Inc., 70 West Hubbard Chicago, Ill. 60610. Telephone: (312) 321-0707.

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Washington State University. Assistant professor, fall 1983, to develop undergraduate and graduate courses in bilingual science and math education. Ph.D. in Bilingual Education required. Qualifications: fluency in Spanish and English; elementary or secondary teaching experience in bilingual-bicultural setting; experience in teaching science, math or computer applied instruction; knowledge of bilingual diagnostic assessment; and curriculum development competency in bilingual education. Send letters of application, curriculum vita and three letters of recommendation to: Dr. Maria G. Ramirez, Director, Bilingual-Bicultural Education Program, Washington State University, Department of Education, Pullman, Washington 99164-2110.

Yarmouk University, Irbid, Jordan. The English Department of Yarmouk University has openings in September for TEFL instructors. Qualifications: MA in TEFL plus overseas teaching experience. Teach 15 hours per week. One year renewable contract, salary range ID 270-400 (appr. US dollars $750-1110) per month, furnished housing, round trip transportation every two years, baggage allowance, medical coverage. Send resume to: Dr. Youssef Tarawneh, Language Center, Yarmouk University, Irbid, Jordan and to: Public Affairs Officer, USIS Amman, Department of State, Washington, D.C. 20520.

AFFILIATE NEWS

continued from page 17

REPORT ON KOREAN AFFILIATE'S MEETING

The annual meeting of the Association of English Teachers of Korea was held March 23, 1983. Dwight Strawn, the president of the association, gave a brief report of the past year's activities, including an account of his meetings with TESOL officers during his recent trip to the United States.

The following officers were also elected: president, Dwight Strawn, Yonsei University; vice president, Joe Gene Autry, Myongji University; secretary, Susan Gaer, Yonsei University; treasurer, William Stevenson, Songang Language Institute; member-at-large, Kang Dae-chil, Yongsan Technical High School; Kim Suk-ryun continues as the second member-at-large until 1984.

BATESOL'S ANNUAL MEETING ADDRESSES KOREAN LEARNERS

On May 10, 1983 Dr. Harold Chu of George Mason University addressed the membership of the Baltimore area TESOL affiliate at its annual business meeting. Dr. Chu's address was entitled "Speaking Without Speaking: The Korean Learner."

Election of officers for 1983-84 was also held. Installed as president was Elizabeth Cadwalader of Baltimore County Public Schools; as first vice president, Judy Wrase of Dundalk Community College; as second vice president Andrew Meyer of the Community College of Baltimore; as secretary, Susan Henning of Baltimore County Public Schools; and as treasurer, Janet Graham of the University of Maryland-Baltimore County.

by Andrew Meyer, Chairperson
Publicity Committee

SILENT WAY WEEKEND

Continued from page 17

Another factor which caused frustration was the personal impression at times that I was not learning anything at all, even though I was actively engaged in the work of the lesson. Listening and then repeating phrases whose meaning I did not know, I seemed to have no retention at all. I would practice the phrase, but when the teacher then pointed out what the phrase meant or when to use it, I would have already forgotten what to say! However, with a little practice after I had learned the meaning, I would retain the phrase with relative ease, having already done the work of putting the sounds together in succession. What seemed at first to have made no impact on my short-term memory was indeed recorded there and could be retrieved. This experience would seem to confirm the idea that facility *can* precede awareness, and that mere repetition can have some value in itself, since it can lay the foundation for meaningful language usage. In any event, I gradually became less anxious to say "I'm not learning anything!" just because I was not immediately conscious of what something meant. Concerning memory, I also found that given sufficient time to think of a word or phrase that I was asked for, I was often able to retrieve it, either by piecing it together in my mind or by trying a series of responses until the teacher nodded assent. Often my initial reaction — "I've completely forgotten" — proved incorrect. Again, a patient teacher and patience with myself in coming up with an answer were essential, and the work of arriving at the phrase helped to reinforce it in my memory for the next time. Silent Way methodology is said to require a certain trust of the teacher by the student. This approach also seems to lead the student to trust himself more as a learner; at least, this was *my* experience.

LOOKING FOR APPROVAL

At the start of the weekend I found myself looking for approval from the teacher as I moved from step to step. Even a relatively "neutral" Silent Way teacher can subtly express approval by calling on some students to repeat things more often than on others or by unconscious facial gestures. However, as time passed, I became less interested in constant feedback from the teacher and more involved in the group experience. The group served as a support when a new structure was being introduced, as everyone grappled with the unfamiliar sounds. The idea that "If *I* don't get this, someone else will, and I can listen for a while" took some of the pressure off me as an individual learner and enhanced the necessary relaxation process. On a couple of occasions when I had a so-called "Aha!" experience, and a sound or meaning suddenly "clicked," I found myself repeating it a couple of times for the others, not so much to "show off" as to announce "Ah, I've got it!" There is also a certain sense of group satisfaction that is experienced collectively as someone who has been having a good deal of difficulty finally masters something. I noticed that the time spent by someone else struggling with a phrase out loud was not lost for me, since I repeated the phrase inwardly myself as the person worked on it. Presumably, most of the others in the class did likewise. This process of moving from close teacher-dependence to group identification appears to parallel the learning syndrome of the child who moves from early parental dependence to peer dependence. The next step then

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REVIEWS

Edited by Ronald Eckard
Western Kentucky University

THE PROCESS OF COMPOSITION

by Joy M. Reid. 1982. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632 (xii + 206 pp., $10.95).

Reviewed by Maryann O'Brien
University of Houston

The key concept of this advanced ESL writing text is found in the title: it is a *process* by which foreign students can learn to produce the kinds of writing they will need in their university work.

Because of her experience in both foreign and native-speaker writing programs, Ms. Reid has been able to write a text that helps students make the transition from the ESL writing class to the composition courses required by most American universities. Another important consideration of the book is that it is as useful for prospective graduate students as it is for undergraduates.

The first few chapters review basic paragraph structure, techniques of support, and the methods of development common to university writing. The middle section deals with the expository and argumentative essay, and the final section, particularly useful for students in technology and the sciences, covers advanced library research, which includes abstracting and indexing journals, review periodicals, and bibliographies. There is also valuable material on how to write summaries, abstracts, and resumes, and a chapter of grammatical explanations and exercises dealing with recurring problems in student prose. Samples of foreign student writing ranging in topics from botulism to Turkish coffee houses, are included for their weaknesses as well as for their strengths. One section, essential for graduate students, is an exercise on the format of American masters' theses.

The greatest strength of the text is that it does prepare students for university writing. Straightforward linear development and adequate support of the topic are the goals. Rhetorical terminology is explained and used throughout. This is not a book from which the inexperienced teacher can easily select exercises and writing assignments, but after a semester's thorough use, students will write acceptable, well-organized university prose.

I have used this book in manuscript for four semesters and many students have come back to tell me how well-prepared they were—the undergraduates for their freshman composition courses, and the graduates for their thesis writing. There can be no higher praise for a text than that which comes from students who have actually benefited from it.

Maryann O'Brien is the curriculum coordinator for the Language and Culture Center at the University of Houston in Houston, Texas.

Book Review Editor

Howard Sage assumes the role of book review editor in the absence of Ronald Eckard, who has been awarded a Fulbright to Turkey. Effective immediately, reviews and requests for guidelines should be sent to: Dr. Howard Sage, American Language Institute, New York University, 1 Washington Square North, New York, NY 10003.

ENGLISH THROUGH POETRY

by Mary Ann Christison. 1982. Alemany Press, P.O. Box 5265, San Francisco, CA 94101.
(150 pages; paperback only, $6.95.)

Reviewed by Corless Smith
University of California, Berkeley

One of the magical properties of poetry is its ability to revitalize familiar words by placing them in new contexts or slightly altering their meanings. In this respect ESL students are natural poets, producing easily and inadvertently novelties which native-speaking poets cannot evolve because of their knowledge of the language. Some errors, which teachers are obliged to correct, are, nonetheless, highly expressive. Statements such as "We are enjoyed by automatic things" or simple misspellings such as "wishcraft" for "witchcraft" can be powerfully evocative.

Many of the activities in *English Through Poetry* are designed to stimulate poetry writing, but Christison's primary goal is to promote language use in general. Her book is divided into sections devoted to verse-related exercises, choral readings, readers' theater, and a short anthology of verse for use in the classroom.

Christison argues that poetry should be incorporated in the ESL class because this is an "excellent way to improve reading skills, develop more vocabulary and nurture a love of words and sounds in adults and children. . . [and it] provides a firm foundation on which to build more advanced language skills later on."

The book is a very useful compendium of verse-related classroom activities most suitable for children and adult learners at beginning stages. For example, Christison presents an onomatopoetic piece about potato chips and suggests that the teacher distribute potato chips with which the students could learn experientially the meaning of "crunching" and "munching." She offers 38 such activities of greater and lesser sophistication, all of which use verse to promote language use and classroom verve.

Likewise, Christison's bibliography is a good source of further activities and places where one can pursue topics she introduces, often in a provocative way, her treatment of *haiku* for example. Her exercises on similes are excellent, and she gives several good fill-in-the-blank exercises to stimulate students to write their own poems.

Actually, however, the book is misnamed. It could more accurately be called *English Through Verse*, for it conveys little sense of the special power of poetic discourse to provide access to a world of knowledge otherwise unavailable. To Christison, poetry is (apparently) distinguished by its typographical arrangement on the page, its use of similes and certain units of composition, such as *haiku* or couplets, and its existence as an arena in which to consider thoughts and feelings in more meditative ways than expository writing allows.

All these are certainly elements of poetry, but if they were the substance of it, we might wonder why poetry has been so important to the human spirit for thousands of years. Christison's selections for her short anthology make most obvious the limitations of her approach. Most of the poems are doggerel, such as "Ignore dull days; forget the showers; keep count of only shining hours." Only two poems, "The Road Not Taken" by Robert Frost and "This Is Just to Say" by William Carlos Williams, have sufficient magnitude to be considered great poems: they evoke and address significant and profound thoughts and emotions.

Even Christison's shortcomings are useful though, for they point out directions others may take. She has illuminated more clearly the task of those who want to present their advanced students more serious works of literature. Not only is the need for a better anthology apparent, but we are also led to consider pedagogical strategies for opening the great literary texts in English to nonnative speakers. If doggerel promotes love for the language, surely masterpieces, the "best that has been thought and said," can also be accessible and have even greater effect.

—from *CATESOL NEWS*, December 1982.

Corless Smith is an associate in English as a Second Language at the University of California Berkeley.

LISTENING CONTOURS: A COURSE IN CONTROLLED LISTENING FOR STUDENTS OF ENGLISH (2nd ed.)

by Michael A. Rost. 1981. Lingual House, Box 3537, Tucson, Arizona 85722; also Lingual House, Cherry Heights 203, 1-17-26 Shoan, Suginami-ku, Tokyo, Japan (Workbook, 107 pp., $5.50; set of three cassettes, $29.50).

Reviewed by Robert F. Van Trieste
Rutgers University

As one of those fanatic ESL teachers who is always searching for just the right materials, which usually means books, I have examined many texts. As part of my examination process, I have become an avid reader of introductions. What I discovered many times is that one can often tell a book by its introduction. For example, the opening paragraph of the one-page introduction to *Listening Contours* states that "each lesson is based on an extended listening passage" and "the central aim of the text is to introduce students to extended listening in English and to make this introduction a successful one" (p. iv). Yet halfway down the very same page we are informed that "each talk is two to four minutes long." I cannot imagine how anyone could call a two to four minute talk an "extended listening passage." Whenever I encounter contradictions of this sort in an introduction, I become rather cautious while examining the remainder of the text and materials. With *Listening Contours* my skepticism increased with each talk.

First, students are instructed to "listen and write a short definition for each item" in the "pre-listening" vocabulary list. Thus, the vocabulary in essence becomes part of the listening comprehension task. This might be justifiable and useful, but I found that I had difficulty copying one oral definition before the next one started. I have no doubt that the "high beginning and low intermediate students" for whom these materials were supposedly designed would have tremendous difficulty with the oral presentation

Continued on next page

VOCATIONAL EDUCATION PROGRAM FOR LEP STUDENTS

LEP (Limited English Proficient) students are finishing their second year of vocational education training at Senn High School, a Chicago public school. Senn's LEP students come from 24 different language backgrounds; the largest ethnic groups speak Assyrian, Spanish, Lao, Hmong, Cantonese, Cambodian and Vietnamese.

The Senn Vocational Education Program for LEP students offers seven courses: typing, practical recordkeeping, sewing, tailoring, health science occupations, building maintenance mechanics and drafting. Classes in commercial photography, introduction to occupation information, and career clothing will be added in September, 1983. With the addition of these classes, approximately 250 students will be enrolled in the program.

The classes in this program are taught by monolingual English mainstream teachers who are assisted by bilingual teacher aides. The teachers have been specially trained (including an in-service period) in the methods, techniques and sequencing of Vocational English as a Second Language (VESL). The teacher aides have been similarly trained so that they can help in the classroom with translations and provide individual tutoring to students. Since the teacher aides are of the same cultural and linguistic backgrounds as the LEP students, and since they have managed to become acculturated to American society, they are an especially valuable part of the program.

The textual materials used in these VESL classes present the same concepts, information and facts as those used in classes for native English speakers. However, the materials have been adapted to a level of VESL consistent with 1) the LEP students' instructional reading level, and 2) with the sequencing of ESL instruction as determined by the Bureau of Language Arts of the Chicago Board of Education. To assure adequate coverage of content areas, all text materials have been adapted by VESL consultants working with classroom teachers. In the adaptation of these materials it was necessary to recognize two levels of VESL: one which utilizes simple step-by-step directions and many illustrations (sewing, tailoring, building maintenance mechanics and drafting) and one which requires a greater knowledge of English (practical recordkeeping, health science occupation and typing).

All textual materials take into consideration the fact that three categories of students sit in vocational education classes and that no one knows for sure just which category each student fits into. Materials must address the needs of students who will be seeking jobs immediately upon high school graduation while they serve as readiness for students who enter craft, skill and technical programs in junior colleges and technical schools. Vocational education classes must also serve as career awareness in identifying choices for students who will seek professional training.

How did the LEP Vocational Program at Senn High School come about? For several years prior to the opening of the program, three individuals — Marlene Solomon, coordinator of the Multilingual Department; Mariam Lykke, coordinator of the TESOL Program; and Alice Esaki, long-time community resident and Senn staff member — felt that Senn was not sufficiently meeting LEP student needs because it was not providing students with job and career information or helping them prepare for work after graduation from high school. Therefore, whenever possible, the three attended all vocational education conferences and workshops that were presented in the Chicago area.

In the spring of 1981, Dr. Paul Viso, director of the Department of Vocational Education of the Chicago Board of Education, gave Senn High School the opportunity to apply for $5,000 seed money from State Vocational Funds. A proposal was submitted and the money awarded for that summer. Professional advice and counseling came from Jeanne Lopez Valdez, assistant director of the Bilingual Education Service Center in Arlington Heights and from Marjorie Peco of Dr. Viso's office. They helped to define Senn's first needs as writing textual material for the two vocational education classes that were to open in the fall: sewing and practical record-keeping. The teachers of those classes, working with VESL consultants, prepared the materials under the supervision of Alice Esaki and Mariam Lykke.

After receiving notice that Senn would receive the $5,000 seed money, Mrs. Solomon, Ms. Lykke, and Mrs. Esaki, aided by Ms. Marsha Santelli, the District Two bilingual coordinator, wrote a proposal for Title VII Funds describing in detail why Senn High School needed special funds to help meet the needs of its unique school population. It was obvious that vocational education materials would have to be developed in English and that meant 1) determining levels of VESL, 2) finding and training consultants (through in-service training) who could write within those structures, 3) in-service training the vocational education teachers in VESL, 4) hiring and in-service training foreign language speaking teacher aides.

Senn High School was blessed with Title VII funding, and Alice Esaki assumed the responsibility of coordinating all the services into a viable, efficient program. Senn High is now finishing its second year of vocational education for LEP students. This is only the beginning!

LISTENING CONTOURS

Continued from page 20

of the "pre-listening" vocabulary unless the tape were played several times. Another problem with the vocabulary section of each talk is that many of the definitions are vague. For example, in Talk 4 *chest* is defined as "the front, the upper part of the body." A student who did not know what the word *chest* referred to would only have a slightly better idea with this definition. Some definitions present a contradiction. For example, in Talk 7 *disc* is defined as "a thin, flat, round plate." However, the picture of the discs in a combination lock on the next page shows discs which are semicircular, not round. Also, there is at least one instance of new vocabulary being used to define a word before the new vocabulary has been defined. For example, in Talk 6 *waist* is defined as "the middle part of your body, the part of the body above the hips." This definition precedes the strange definition of hips as "the bones that form a half circle at the top of your legs." Although the above mentioned defects are bound to cause problems for learners, I was more disturbed to discover that the author apparently made no attempt to reintroduce and reinforce new vocabulary. It seems to me that one of th[illegible]mary aims of any material designed for "high beginning and low intermediate students" should be reinforcement of new vocabulary.

Another problem with these materials is that many of the talks present too much new information too rapidly. Listening to and, as instructed, taking notes on talks like "The Ancient Chinese Calendar reminded me of my wife's frantic attempts to copy recipes from those television chefs who reduce three hours of preparation and cooking into three minutes. I don't think that she ever got a complete recipe. The problem is not only the speed of the presentation. With some of the talks, the problem is that too much of the information is probably new and too much of the vocabulary would probably be new for high beginning and low intermediate students. Since there is no practice with new vocabulary before—or, for that matter, after—the talks, I am sure that students at the high beginning and low intermediate levels would find, especially with talks on unfamiliar topics, that they had to rely heavily on short term memory. And, in spite of the author's claim in the introduction that the talks are controlled for structure, I could detect no such control.

Lastly, I found that many of the comprehension questions were poorly prepared. Some must be answered using the "pre-listening vocabulary." Some questions can be answered simply by looking at the accompanying pictures, the vocabulary list, the title of the talk, or from the other questions. For example, after the Talk entitled "A Rock in the Road" the first two questions are: "What rolled down from the mountain?" and "Where did the rock stop?" There is even one talk (Talk 10) where not only can one answer all the comprehension questions without listening to the talk, but almost every question is answered in the following question. The questions are: 1) "What is 73 times 2? 2) What is 146 plus 5? 3) What is 151 multiplied by 50? 4) Add these two numbers. 7576 plus 365. 5) Subtract 615 from 7941."

There is undoubtedly a real need for listening materials for ESL students at the beginning and low intermediate levels. However, I believe that materials for these levels must be more carefully prepared than materials for high intermediate and advanced level students since beginning level and low intermediate level students are still struggling with new vocabulary, new structures, a new morphological system, a new phonological system, the written vs. spoken language dichotomy, and English rhetorical styles. So, if a third edition of *Listening Contours* is published, I hope that it is prepared more carefully than the second edition was. In the meantime, I will continue my search for appropriate listening materials for my beginning and low intermediate level students.

Robert F. Van Trieste teaches ESL at the Newark, New Jersey campus of Rutgers University and is working on his Ph.D. at New York University.

Correction: In the June *TN* Book Review section, the APA was incorrectly identified as the American Publishers Association in the review of *Research Writing*. It is, of course, the American Psychological Association. Apologies to the reviewer, Macey Blackburn McKee! —*Editor*

MURPHY'S LAW . . .

Continued from page 5

slightly nervous about that arrangement since he had told the students at the beginning of the experiment, "This is a killer machine. It has quite high voltage so be careful." Of course, while I was looking at the spectrum with the killer machine, my note-taking was inhibited more than just a little. This didn't matter too much though, because after explaining the experimental procedure to the class, the TA had closed the door and turned out the lights so the students could make the necessary measurements without any stray light in the room.

This experience led me to two more caveats. **Lesson Number 5:** *Always* plan free time immediately after an observation so you can write your fieldnotes if you aren't able to record them during the actual observation for any reason (e.g., the lights go out, your pen runs out of ink, your chronic writer's cramp suddenly becomes acute, etc.). Even if you do take notes during the events, the human hand can't write as fast as life happens in classrooms. Scheduling a free hour immediately after an observation will enable you to "enrich" your notes—to add to them and clarify them while the memory of the experience is still fresh in your mind. This post-observation period will also allow time to talk with the subjects.

Lesson Number 6 brings us back to the issues of reactivity and sampling: *always* arrange a big enough subject pool that you can re-sample from among the possible subjects if your presence seems to affect someone's behavior noticeably and *always* allow enough time for your subjects to become comfortable with your presence before you try to collect data on their behavior. In the example cited above, I had introduced myself to the TA only a few hours before this ill-fated observation.

Of course, teachers are not the only ones who are likely to react to an observer's presence in a classroom-centered research project. Depending on what the students have been told about the research, how they feel toward the teacher and the course, their level of confidence, etc., they may or may not be disturbed by an outsider in the classroom. Although note-taking is fairly unobtrusive in most classrooms, nonparticipant observers (especially those with tape recorders) are usually recognizable, and the presence of such an observer may engender in students reactions ranging from curiosity to open hostility.

The following illustration is taken from the tape recording and the fieldnotes of my first observation of a math course on differential equations. I sat in the back of the room taking notes and holding the microphone on my desk, with the tape recorder on the floor beside me. A young man entered the room after the lesson had begun and sat two seats to my right. He glanced over and saw that I was tape recording, so he moved one seat closer, bent over and said, "Hi!" directly into the microphone. He asked me what I was doing and I whispered that it was my dissertation research. I continued to take notes on what the TA was saying. The student said, "Must be 'sosh'!" (i.e., sociology). I whispered, "Applied Linguistics," and kept taking notes. I didn't look at the student. I wished he would go away or at least leave me alone. I had already modified my note-taking behavior somewhat because he was reading what I was writing. A few minutes later as I rubbed my wrist for a moment the student asked me, "What's the matter?" Oh, the power of the interrogative! The proper response would have been to say "Nothing" or to say nothing or to shake my head with a bored expression. Instead I whispered that I had writer's cramp. He said, "Poor baby—aww!" I began to dislike this person intensely—not exactly an objective attitude for a researcher to take.

More wisecracks followed, even though the student managed to keep up with the lesson and interact appropriately with the TA. At one point the student took the microphone out of my hand to look at it. He said, "Your hands are cold," and began to rub my hand. I thought maybe I had managed to sit next to an unstable young man who had spent too many lonely nights in the Computer Center, so I tactfully

Continued on page 31

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DIAGNOSTIC TESTS

Continued from page 3

2. I will see you ____________ six o'clock.
   A at
   B. on
   C. to
3. These (two books large)
   A
   (two large books)
   B
   (large two books) are old.
   C

You may use more than one type of question in the same test; just be certain that the students understand what they should do and that the same answering system is used for all questions (A, B, C; or a, b, c; or 1, 2, 3).

Writing the sentences takes time, but it is not an impossible task. Keep a few maxims in mind:

1. Use the simplest possible vocabulary. Test knowledge of structure, not meaning.
2. Be sure that each sentence tests only one structure. The possible answers must not introduce problems with number, gender, and/or tense. Test each area separately.
3. Make one answer clearly right and the others clearly wrong; however, the distractors (wrong answers) should include errors the students often make or be very close to the correct answer.
4. Write as many sentences as needed to test each construction you want to analyze. Eliminate some if your test is too long. I use 6, 12, or 18 sentences for each part of a 150-item test.
5. Write each sentence on a 3 x 5 card, and label the area it tests. Keep these areas in separate packs until you have written all the sentences and are ready to assemble the test.

What I have suggested thus far could apply to any test. What converts these items into a diagnostic instrument is their arrangement so that the answers reveal the student's strengths and weaknesses. The answer sheet is the key.

To construct the answer sheet and to arrange the sentences, divide the total number of sentences you have written into a suitable combination of columns and rows to fit on one sheet of paper: 5 columns of 10 rows for 50 questions, 5 columns of 20 for 100 questions, 6 columns of 25 for 150, etc. Then number the paper vertically, down the columns.

Now, working horizontally, divide the rows into groups, according to the area being tested and the number of sentences you have written for each area. For instance, rows 1 and 2 might test nouns; rows 3, 4, and 5, pronouns; and rows 6 and 7, verbs:

(See **Figure No. 1**.)

Figure No. 1

NOUNS	1	21	41	61	81
	2	22	42	62	82
	3	23	43	63	83
PRONOUNS	4	24	44	64	84
	5	25	45	65	85
	6	26	46	66	86
VERBS	7	27	47	67	87
	etc.	etc.	etc.	etc.	etc.

Then assign a number from the correct group of rows to each sentence, and write that number on the 3 x 5 card.

When you have numbered all the sentences, arrange the cards in numerical order and type the sentences, without the structure labels. With this arrangement of the questions, the students will be less aware of the specific language areas being tested, but you will be able to use the results. You can also make alternate forms of the test by rearranging the sentences in a set of rows and retyping.

To diagnose each student's abilities, provide a numbered answer sheet, arranged in the same columns and rows that you used to number the sentences. You may ask the students to mark their answers in any way you choose: by circling, Xing, or supplying the correct answer. (See **Figure No. 2**.)

Diagnosing of Test Results

In order to minimize the effects of guessing, calculate the score by subtracting one-half the incorrect answers from the correct ones. Ignore those which were omitted. This will give a general score to compare with the scores of the other students in the class and to help in placement. After you have used your test for several semesters, you will know what score is needed for each level you teach. Then placement will be easier.

To diagnose the problems of each student, you must determine the percent correct in each set of rows, this time including the omitted items as incorrect answers. For example, from the illustration given previously, the percent correct in rows 3, 4, and 5 would show how well the student recognized correct pronoun usage.

After calculating all the percentages, list the areas for each student in ascending order with the lowest percent correct number 1. This ranking of problem areas can then be reported to the student, with or without the exact percent correct. In order to discourage comparison with other students and to encourage concentration on individual problems, I report only the ranking of areas and the approximate percent correct (less than 50%, 51-80%, 81-90%). I never report the overall score.

Using the Test Results

Having diagnosed the language problems of the individuals in your class, you can use the results to design treatment. For instance, if you discover that a number of students have the same problem, you can provide class instruction to correct the deficiency. Or you can assign extra drills or review exercises for the entire class.

For individual students make special laboratory or homework assignments. And if tutors are available, they can use diagnosis as a basis for individualized instruction.

Another important use of the test results is to enable the teacher to evaluate improvement by retesting with the same test or an alternate form at periodic intervals or at the end of the course. Simply subtract the ending score from the beginning score to determine improvement. Then compare the improvement scores of all the members of the class to establish part or all of the grade. By making improvement an important part of the grade, the teacher will encourage the slower student who improves but is still weak.

After you have used a diagnostic test, especially one that tests what you want to know because you wrote it yourself, you will wonder how you ever taught without it. You will soon discover that treatment is much easier if you have first diagnosed the problem.

Joan F. Tribble, Associate Professor of English at Jefferson Community College, presented this paper at the Central States Conference on the Teaching of Foreign Languages, Louisville, Kentucky, April 23, 1982.

Figure No. 2

1. a [✓ b] c	21. a b c	41. a b c	61. a b c	81. a b c
2. a b [✓ c]	22. a b c	42. a b c	62. a b c	82. a b c
3. [✓ a] b c	23. a b c	43. a b c	63. a b c	83. a b c

or

1. _ X _ A B C	21. _ _ _ A B C	41. _ _ _ A B C	61. _ _ _ A B C	81. _ _ _ A B C
2. _ _ X A B C	22. _ _ _ A B C	42. _ _ _ A B C	62. _ _ _ A B C	82. _ _ _ A B C
3. X _ _ A B C	23. _ _ _ A B C	43. _ _ _ A B C	63. _ _ _ A B C	83. _ _ _ A B C

or

1. 2	21. _____	41. _____	61. _____	81. _____
2. 3	22. _____	42. _____	62. _____	82. _____
3. 1	23. _____	43. _____	63. _____	83. _____

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ODE TO THREE JOHNS
also known as
THE TESOL WIDOWERS*

by Dorothy Wooding Lehman
University of Delaware

Call it a festival, party or jamboree,
We're here to honor the valiant Johns three.
From Lancaster County, there came John B.
From the Maryland vineyard, there is John K.
And from the Big Apple, behold John Gex [Jăey].

These three men with logic and brain
Sliderules and calculus as engineers did train.
With the future so bright and life in stride
Each, in time, did take a bride.
Was there no voice within their hearts,
That warned against marrying a girl in the arts?

The children came and life was confused
But still, as husbands, they weren't abused
(much)
As time went on, a villain? crept in.
They should have known then, they couldn't
win.

To their doors, the strangers began to come,
Most of them speaking a foreign tongue.
"Our human duty," the wives insist, "is to teach
the strangers to speak English."
"For money, of course," the three Johns did say.
"But, dears, they need us and can't always pay."
"Dinner tonight, I'm sure you don't mind.
I have a class, eat what you can find."

Classes, projects, workshops and all—
Let's give it a name and call it TESOL!

Yet—with patience and humor, you've stood
By the sides of those women you took long ago
for your brides
So—tonight—it's for you—
Eat, drink and be gay (merry)
Our dear husbands—John Kenneth, John
Blanck, and John Gex.

• Dorothy Wooding Lehman from the Writing Center, The University of Delaware, wrote this poem while riding in the backseat of a car enroute to Manheim, Pennsylvania, February 25, 1983. Her husband, John Kenneth, was driving and talking to his friend, John Gex, from New York. Judy Gex shared the backseat and marveled that Dorothy could keep up with the conversation, talk to her teenagers and get this poem written in time for it to be presented to our husbands and John Blanck at a dinner prepared by Carol Blanck that evening.

The occasion was the first meeting of all three of the husbands. The three ESL teachers compared notes and attended a meeting of LOSBESOL, February 26. As you can see from John Blanck's response to the weekend, the husbands may have done something revolutionary with the time they were together. Does this strike a familiar chord?

The Weekend

by John I. Blanck

T'were four tired bodies left Manheim Sunday;
Minds also were empty as after a fray.
For during the weekend, the "ESL," it flew
Like ____ from a fan or geese in the blue.

Three men tried vainly to add logic to the game,
But were initially no match for those three of TESOL fame.
Adding rational thinking was irrelevant we learned,
For noble men's logic was totally spurned.

The engineers three, ones Gex, Blanck and Lehman,
Were at first worn down by this ESL mayhem,
But although through the Arts we engineers did not go,
Gex, Blanck and Lehman are no learners slow.

"Au contraire," said we as an anschluss we formed,
To battle the "ESLs" (they should have been warned).
A Bill Buckley book is all that we need
To flower eloquently as Dody did, indeed,
When she wrote her ode that cold winter's night
To three Johns she gave sympathy in view of their plight.

But back to the weekend and the tales that we heard;
"Feed the class," "Drive the soccer team," (my phone bill's absurd).
On and on we heard tales of irrational behavior
From these mates of ours (Boy, it's good we're their savior!).

The funding is cut, but that doesn't matter;
We'll teach for nothing (just like the Mad Hatter).
A conference in Canada, a Round-Table at Georgetown,
A workshop in PA make engineers frown.

But momentum is there as the "ESL's" pitch raises,
They love academia and no one cost phases.
Much like the salesmen's logic,* "ESLs" train without reason,
Regardless of cost, location or season.
Soon training-related info began to hum,
And alas, we were reminded we each married an academic bum.

Now this poem has meandered both yon and hither,
Much like the careers of these "ESL" birds of a "fither."
The results of the weekend for the engineers three
Was the establishment of a group, totally free.

A TESOL widowers' support group, suffice it to say,
Was formed last weekend by Blanck, Lehman and Gex.
When an irrational move is made by a mate,
Regardless of where or when or how late,
The "widower" most in need of our help
Need only to call or to holler or yelp.
A response will forth come, you can certainly say,
From a fellow-widower, Blanck, Lehman or Gex.

February 28, 1983

• (We lose a nickel for each one we sell, but we'll make it up on volume.)

REFLECTIONS

Continued from page 19

would be for the learner to become completely independent — fully adult. I cannot say that I entered this third phase to any great extent during the "Japanese Weekend," although I did find myself trying to recall words and phrases during the following days just for my own satisfaction. Perhaps that could be considered a step in that direction!

A few times in the course of the weekend I complained of having too much to remember at once (the infamous "cognitive overload"). For example, at the end of Saturday's session, I virtually fled from the room, in lock-step with many others, and did not even want to think about Japanese for the rest of the evening, and I seemed to remember very little. However, at breakfast the next morning I found myself repeating certain words and phrases over in my mind. "Sleeping on the matter" did seem to help. I conclude from this that my saturation point is probably more related to physical fatigue than to information overload. In "trying to remember so many new things at once," it is not so much the "so many new things" as it is the "trying to remember" that causes frustration. The next morning, when I was not trying at all, the words and phrases were there.

As the weekend got under way, it took me little time to categorize myself as an "average learner," simply because I seemed to be picking things up more slowly than some and more quickly than others. This tendency to be judgmental in such matters stems in part from my experience as a teacher, and I must admit that in the long run (after the twenty hours) it proved to be a pretty meaningless observation. The final outcome was that I had learned a little chunk of Japanese (maybe even "as much as I could learn in twenty hours") and whether it was more or less than anyone else had learned was of little consequence. This last reflection has more implications for me as a teacher than as a learner. How many times in judging a student as "average" after working with him or her for a limited amount of time do I then define my expectations of that student as "average" and communicate this judgment in ways that I am not even aware of? This problem plagues any conscientious teacher from time to time, but if in due course we succeed in making truly independent learners of our students, the problem will cease to have any relevance to the situation.

About the author: Raymond Maher is the chairperson of the Foreign Language Department at St. Hilda's and St. Hugh's School in New York City. His background experience includes teaching EFL in France.

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ON LINE

Edited by Richard Schreck
Heidelberg College

***On Line* presents articles by language teachers and linguists working with computers and attempts to focus on issues raised by its readers. Column articles, responses to articles, and requests for articles on specific topics are welcomed and should be sent to: Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.**

USING INFORMATIVE FEEDBACK MESSAGES IN CALL COURSEWARE

by Carol Chapelle and Joan Jamieson
University of Illinois at Urbana-Champaign

As familiarity with computer-assisted language learning (CALL) increases, lesson designers are envisioning a spectrum of possibilities for ESL courseware — from vocabulary games to structure oriented tutorials, reading lessons, listening lessons, and simulations. Yet because vision often exceeds the current technical experience of ESL teachers who are writing courseware, probably the most common CALL lesson type for ESL today is controlled context grammar exercises. These exercises can take a variety of forms such as multiple choice, matching, true/false, fill-in-the-blank and sentence writing. Although feedback messages are important in all of these contexts, in this article the focus will be on fill-in exercises. Concentration will be on the use of simple linguistic analysis and error anticipation in order to provide students with meaningful feedback messages when they produce wrong answers.

Feedback in the early days of CALL meant telling the student whether his answer was right or wrong, or simply giving him the right answer (Anderson et al. 1971 and Sassenrath 1975). This is done by having the computer compare a student's answer to the correct answer. When the student's answer is correct, a simple "ok" is given for feedback. However, when the student produces a wrong answer, "this immediate feedback is valuable only if some remedial steps designed to prevent the recurrence of the error(s) are available" (Marty and Meyers 1975:133).

In the literature, it is apparent that there is a lack of appropriate feedback in courseware. Describing lesson design, Dennis (1979:9) wrote "in a truly interactive instructional environment, more than just knowledge of . . . incorrectness is appropriate." Nelson et al. (1976) stated that a problem with CALL language lessons is that they don't help the student understand what he has done wrong or how he can fix it. Further amplification on this shortcoming comes from Hart (1981:17) who wrote that language programs frequently cannot "diagnose the reasons for errors and so give inadequate or misleading feedback or none at all . . . These deficiencies . . . are virtually universal to computer-based language instruction." This problem can be

Continued on next page

ON LINE

Continued from page 26

addressed by more fully utilizing the capabilities of the computer as a teaching device.

More extensive use of the computer's capabilities will allow the designer to go beyond simply matching the student's answer to the correct answer. More "intelligent" answer judging not only distinguishes between correct and incorrect responses, but it can also recognize to some extent what is wrong with them. Intelligent answer judging has been accomplished by some through the use of pattern matching algorithms (Tenczar and Golden 1972) and artificial intelligence approaches (Cerri and Brueker 1981, Markosian and Ager 1983). However, for the ESL teacher who is developing CALL materials, perhaps the greatest promise lies in what Pusak (1983:62) calls "error anticipation" where the computer program contains a grammar for incorrect forms "the authors could anticipate a sequence of likely errors by rule . . . Each incorrect form present in the student answer and each correct segment missing from the answer could be linked to a standard message error." Linguistic analysis of the target structure is the first step in writing this type of answer judging routine.

In order to exemplify what is meant by "linguistic analysis" in this context, the logic of an answer judging portion of an exercise on the past tense will be outlined. The exercise requires a student to type in the correct past tense form of a given verb in an affirmative statement. The computer then judges the answer right or wrong and, if it is wrong in a predictable way, gives him some informative feedback. The development of the answer judging portion of this exercise would consist of two stages of analysis. First, the verbs to be used in the exercise must be classified according to the characteristics that they have in common. After the verbs have been grouped, ESL teachers can make intelligent guesses about the kinds of errors their students might make on each verb type. An analysis of past tense verbs and possible student errors might take this form:

Type	Example of Past	Example of Student Error
1	arrived	arriveed
2	slipped	sliped
3	studied	studyed
4	looked	lookked
5	ate	eated

For each type of verb, an appropriate feedback message can then be put into the program and given to the student if he makes one of the predicted errors.

After completion of this first stage, the data and routines needed to process the student's answer can be determined. For the past tense example, this information would be the simple present form of the verb, its type, and for Type 5 verbs, the irregular past tense form. From this information, the program can then determine whether the student has typed in the correct answer, an anticipated wrong answer or an unrecognizable answer. The logic of a routine that would do this kind of answer judging is represented below.

```
BEGIN ANSWER JUDGING.

STEP 1:
DOES STUDENT ANSWER = CORRECT ANSWER?
    If yes then give message: "Right" and go to END.
    If no then go to STEP 2.

STEP 2:
DO THE LAST TWO LETTERS OF STUDENT ANSWER = 'ED'?
    If yes then:
        If Type = 5 then print "This is not a regular verb."
        If Type ≠ 5 then go to STEP 3
    If no then:
        If Type ≠ 5 then print "The past form must end in 'ed.' "
        If Type = 5 then go to STEP 6.

STEP 3:
DO THE TWO LETTERS BEFORE THE 'ED' OF STUDENT ANSWER = FINAL LETTER OF THE SIMPLE FORM?
    If yes then:
        If Type = 4 then print "Don't double the final consonant."
        If Type ≠ 4 then go to STEP 4.
    If no then:
        If Type = 2 then print "You must double the final consonant."
        If Type ≠ 2 then go to STEP 4.

STEP 4:
DOES THE LETTER BEFORE THE 'ED' OF THE STUDENT ANSWER = 'I'?
    If yes then go to STEP 5.
    If no then:
        If Type = 3 then print "Change the 'y' to 'i' before adding 'ed.' "
        If Type ≠ 3 then go to STEP 5.

STEP 5:
DOES THE LETTER BEFORE THE 'ED' OF THE STUDENT ANSWER = 'E'?
    If no then go to STEP 6.
    If yes then:
        If Type = 1 then print "Add only 'd' to the simple form."
        If Type ≠ 1 then go to STEP 6.

STEP 6:
PRINT "Try again."

END.
```

Using an answer judging routine such as the one outlined above is particularly efficient because of its generality. This one answer judging routine can be used to process every answer in an exercise drilling past tense forms in affirmative statements. This enables the student to receive the maximum number of relevant feedback messages using a minimum amount of computer space for the program. Planning based on analysis of the target item and the anticipated errors of ESL students enabled this efficiency in the program.

The inclusion of feedback messages in ESL CALL lessons should not be overlooked. This simple example has illustrated how ESL teachers can use their experience in teaching to perform a linguistic analysis and predict student errors in the target structure, thereby increasing the quality of their computerized language programs.

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ANNOUNCEMENTS

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ESL CERTIFICATION APPROVED IN NORTH CAROLINA

On May 4, 1983 the State Board of Education in North Carolina approved English as a Second Language as an area of certification. UNCC, NCSU, WCU, and UNC-G will all offer courses leading to certification. Teachers must be certified in ESL *and* another area. Those teachers already working in the field will have three years, beginning July 1, 1983, in which to pursue irregular certification. Necessary materials may be requested from: L. Gerard Toussaint, Division of Languages, Department of Public Instruction, Education Building, Raleigh, NC 27611. Telephone: (919) 733-3703.

TESOL "STARS" ON VOICE OF AMERICA'S *DATELINE*

Dateline, a news program of the Voice of America (VOA), featured TESOL in a broadcast aired on Wednesday, April 6th. President Darlene Larson (1982-83) and Executive Director James Alatis took time out from TESOL convention proceedings in Toronto to address questions put to them by Nancy Beardsley of VOA's "News Specials." The topics touched on in the half-hour program ranged from the differences between EFL and ESL and the history of TESOL to ESL in bilingual education and the growing number of people around the world who are learning and using English.

REPORT ON THE THIRD ACROLT LANGUAGE TESTING MEETING

The Israeli Academic Committee for Research on Language Testing (ACROLT) held its third meeting on the theme: Language Tests at the End of Secondary School. The organizers of the May 11-13, 1983 meeting were the three cochairs of ACROLT, Elana Shohamy (Tel Aviv University), Andrew D. Cohen (Hebrew University of Jerusalem), and Bernard Spolsky (Bar Ilan University). The purpose of this meeting was to compare different nation-wide systems for evaluating achievement in foreign languages at the end of secondary school.

The twenty-four participants first heard from Allan Emmett (Associated Examining Board, Aldershot, England) about the British system for evaluating achievement in foreign languages at the end of secondary school. Then Jan Mets (CITO—the Dutch National Institute for Educational Measurement, Arnhem) described the Dutch system for evaluating EFL achievement at the end of secondary school and the role of CITO in this system. Next there was a brief written report submitted by Chris Klein-Braley (U. of Duisburg) on the German system for examining EFL at the end of secondary school.

These reports on the British, Dutch, and German systems then led to presentations on the Israeli system. David Nevo (Tel Aviv University) gave a general description of the Israeli matriculation examination system, which is a centralized system. Raphael Gefen (Ministry of Education) described the specific case of the EFL matriculation examination. Elana Shohamy, Roberta Kramer, and Claire Gordon (Tel Aviv University) discussed an alternative EFL matriculation examination, in which students are evaluated continuously over three years by their teachers, who receive training in testing methods. With these different systems in mind, Robert Cooper (Hebrew University) then led a sociopolitical discussion on the purposes of matriculation exams and on the extent to which testing procedures contribute to these purposes.

Focusing on one aspect of an alternative EFL matriculation exam, Elana Shohamy, Yael Bejerano (Open University), and Thea Reves (Ministry of Education and Bar Ilan University) reported on a research study aimed at producing an integrated measure of oral proficiency (consisting of interview, role playing, reporting about a written text, and group discussion). Next, there were three short presentations: Michal Beller (Hebrew University) on using "additive tree analysis" to analyze the relationship between students' scores on the EFL matriculation exam and other student achievement variables, Valerie Whiteson (Bar Ilan University) on an item analysis of the listening and cloze portions of the 1981 EFL matriculation examination, and Isabel Berman (Hebrew University and the National Institute for Testing) on problems in the relationship between the EFL matriculation exam and the University entrance exam. The participants then formed three discussion groups: one on innovative approaches to oral proficiency testing, one on measurement aspects of oral proficiency testing, and one on planning an ACROLT outreach program to provide training for teachers in language testing.

Turning to other issues in language testing, Allen Emmett gave an overview of the new British test of English for academic purposes (the TEAP). Gregory James (University of Exeter) then reported on the construction of the oral portion of this TEAP examination. Robert Cooper and Bernard Spolsky gave a progress report on the test of functional literacy skills that they have been developing for the Israeli Army. Miriam Shoham (Ben Gurion University, Beersheba) described a reading comprehension exercise with possible testing applications.

For information about the next meeting on testing, December 18-20, 1983, write to: Dr. Elana Shohamy, School of Education, Tel Aviv University, 69978 Ramat Aviv, Israel.

RESPONSE TO LAROCQUE

Continued from page 15

about the difficulty of getting information from its affiliates, most recently in the June 1983 *TESOL Newsletter* (see p. 13, 28-29).

6. Why are decisions of an "international association" made by a set of officers which has two "non-domestic" members out of thirteen?

Non-U.S. members of TESOL have the same opportunity to be nominated and elected to the executive board as U.S. members. The Executive Board of TESOL has annually renewed the charge to the Nominating Committee to prepare a slate which has candidates from a broad spread of geographical and professional interests and who have a demonstrated record of service to the organization. It is hoped that non-U.S. and U.S. executive board nominees alike can be chosen according to the same general guidelines.

7. Why are affiliates outside of the continental U.S. defined in terms of the U.S. e.g., "non-domestic" vs. "domestic"?

Up until now, they've never been referred to as non-domestic affiliates formally because TESOL doesn't view its affiliates as domestic and non-domestic or U.S. and non-U.S. If the word domestic sometimes creeps into informal use it is probably due in great part to the U.S. Post Office which insists on TESOL's making a distinction in the domestic mailing list as opposed to the non-domestic (or foreign) mailing list. A mere glance at TESOL's official publications and brochures reveals that affiliates are listed alphabetically in a single listing.

LINKING

Continued from page 9

of the target culture and target language, (Delamere, 1981) necessarily demands this type of syllabus design and teaching/learning environment.

About the author: Trish Delamere is a doctoral candidate in Multi-lingual/Multi-cultural Education at the Florida State University in Tallahassee, Florida.

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(Reprinted from the *Gulf Area TESOL Newsletter*, Vol. 2, No. 1, Winter 1982.)

ABSENCE OF DECISION

Continued from page 1

place the foreign student low on their list of priorities. Knowlege and concern about foreign student issues become significant only when enrollment within a particular department or school exceeds 15 or 20 percent.

2. *Public institutions are essentially reactive to state legislative pressures.* They have not developed for themselves or for legislators a clear and comprehensive sense of the costs and benefits (in economic and educational terms) of the foreign student.

3. *Issues of economic protectionism and national security are becoming increasingly important in relations between government and the major research universities.* These issues bear directly on policies regarding the open access of foreign students to advanced training and research.

4. *Colleges and universities would benefit enormously from self-study in regard to their foreign student policies.* Institutional self-studies should examine questions of costs and benefits, optimal numbers or quotas, recruitment, services—and lead to new policy initiatives.

IIE believes the study, authored by Crawford Goodwin and Michael Nacht, will help to set an agenda for much further research and discussion on the impact of the over 325,000 international students now enrolled on U.S. campuses. *Absence of Decision* is available from the Office of Communications, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017, free of charge.

IT WORKS

Edited by Cathy Day
Eastern Michigan University

This "It Works" suggestion arrived in time for me to try it with one of my own classes as preparation for a more formal speech. It worked extremely well, and the students certainly enjoyed it. Furthermore, their formal speeches were much more fluent than in the past.
—C. Day

THE FLUENCY WORKSHOP

by Keith Maurice
Center for Intensive English Studies
Florida State University

This technique was designed to help intermediate and advanced students improve their abilities to speak more fluently in the target language. The basic idea is to have each student speak on one topic three times to three different partners. The length of each "speech" changes with each partner; first, it's four minutes, then it's three minutes, and finally it's two minutes.

The reasoning behind the technique can be broken down into three elements.

1. Same topic/three times
2. Speaking to different partners
3. Shrinking time frames

Same topic/three times. All speakers, whether they are native speakers or non-native speakers, tend to make many pauses, stops and starts and to inundate their speech with utterances like "uh," "ya know," and so on. This is especially the case when we talk about a specific topic for the first time. As we get warmed up or after we've talked about a topic many times, these utterances and pauses tend to decrease.

Speaking to different partners. In a classroom situation, to talk about one topic to the same partner three times would make the exercise seem like a meaningless drill, both for the speaker and for the one forced to listen to it. Changing partners enables each speaker to talk about his/her topic in a meaningful way to someone new. For the listeners, each person hears about the same topic from three different perspectives.

Shrinking time frame. This 4-/3-/2-minute sequence is used for several reasons. The first four-minute time frame allows the student time to think about the topic while struggling with the language. This time is usually filled with many pauses. When a student speaks for the second time, he/she already knows generally what he/she wants to say and should be able to condense the four minutes of pauses and backtracking into a more organized way of speaking. To be sure, there are still uncertainties in the speech, but the speakers are more comfortable with the topic. The last time frame, two minutes, is meant to push the students into speaking as fluently and naturally as they can. Because of their previous practice, they should be able to focus on the key elements of their speech and communicate those thoughts in a clear, concise manner without hesitation.

HOW TO DO IT

First, have the students pair up. One person in each pair is an "A" and the other person is a "B." Then, announce the topics, one for the "As" and another one for the "Bs."

Next, explain what the exercise is about (to improve fluency by having each person speak about one topic three times to different partners for decreasing amounts of time and work on listening and reporting skills). Drawing a chart on the board can help the students to understand it better. (See illustration below.)

TOPICS IN 4-/3-/2-MINUTE SEQUENCES

		Partner #1	Partner #2	Partner #3
People with	TOPIC A	4 minutes	3 minutes	2 Minutes
People with	TOPIC B	4 minutes	3 minutes	2 minutes

Each "A" speaks for four minutes, then each "B" speaks for four minutes. Then they change partners. For simplicity's sake, and so that the students don't become a tangled mass of bodies in the classroom, I usually instruct the "As" to remain seated throughout the whole exercise. The "Bs" should get up when it's time to change partners and move to the next "A" on the right.

During the exercise, go among the students and listen, both for errors and for content (things that can be used to spur discussion later). When it's time to change partners, clap your hands loudly and say one or two words (such as "O.K. Change partners!"). This is also a good time discretely to take note of important, recurring errors and for whatever counseling work you might want to do with the students.

The listeners can be asked to do any number of things: concentrate on key points from each speech for later reporting (either spoken or written); jot down occasional questions for later discussion; think of ways to disagree with the speaker's opinion and so on.

The time needed to complete one exercise is about 30 minutes. That's five to ten minutes for initial explanations and 20 minutes for the actual exercise. During this period, each student speaks nine minutes. As such, there is a real intensity in this activity as each person speaks approximately 30% of the time (nine minutes out of 30).

Other activities. "The Fluency Workshop" can be very useful as a preparatory activity to public speaking practice. By practicing the speech, or parts of it, in the 4-/3-/2-format, the more formal speeches seem to come out better. It can also flow into other activities such as 1) a question and answer discussion session, 2) an argumentative discussion (where the listeners must respond to points made with contrary arguments, and 3) a reporting session (where listeners compare the contents of the speeches they've heard).

To sum up, this activity for intermediate and advanced students can be used in a variety of contexts. It can be made a part of lessons concentrating on structural points or situations or functions of the language. In the words of an old ad pitchman on TV: "Try it; you'll like it."

Note: "The Fluency Workshop" is reprinted from the the *TESOL Secondary Interest Section Newsletter*, Winter 1983.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

IN MEMORIAM C. ALLEN TUCKER

The entire TESOL community has lost a valued colleague and cherished friend with the death of Dr. C. Allen Tucker on May 20, 1983. Dr. Tucker founded the Language Institute at Florida Institute of Technology in 1970 and served as its director during his thirteen years in Florida.

Dr. Tucker began his work as an educator at Black Foxe School in Los Angeles where he taught English and served as English Department head. It was during his last year there that his sight began to fail, and he was forced to seek a new direction for his unique talents. Not letting the handicap of total blindness hinder him, he enrolled in U.C.L.A. After getting his Certificate in the Teaching of English as a Second Language, he entered U.C.L.A.'s School of Education and earned an Ed.D. in Instruction and Curriculum in 1969.

With his wife Marjorie and son Bart, Dr. Tucker moved from Los Angeles to San Francisco where he served as education coordinator for the Chinatown English Language Center for three and a half years. The administration of Florida Institute of Technology learned of his excellent work in Chinatown and recruited him to use his expertise to found an intensive ESL program at the university.

An active member of the TESOL organization for many years, Dr. Tucker served as local arrangements chairman for the TESOL convention in San Francisco in 1970, second vice president for TESOL in 1971, and member of the executive committee.

Dr. Tucker's influence lives on in many ways. We, his colleagues, try to live up to his ideals. The many teachers he trained, who are now scattered all over the United States and several foreign countries, apply his teachings daily in their ESL classrooms. The thousands of students he worked with remember the guidance he gave as they work toward their goals in all parts of the world.

Dr. Allen Tucker, friend and colleague, mentor, author, and active TESOLer, will be sorely missed.

Judith B. Strother

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THE STANDARD BEARER

Standards, Accreditation, Certification: Defining Terms

by Carol J. Kreidler
Georgetown University

The words *standards, accreditation, certification, license, endorsement*, and *program approval* have been circulating in the ESOL field in the United States for a number of years now. They come up in discussions of teachers and their need for training to deal with the limited English proficiency students in their classrooms and in discussions of whether an ESL program meets what we think is a standard of good practice, whether it lives up to its advertising, whether the program is fair in its employment practices, or how the ESL program ranks compared with ESL programs at other institutions. The purpose of this *Standard Bearer* column is to discuss these terms as they are used in the United States and their relationship to each other, as well as to describe TESOL's work in these areas. If people who are working in other parts of the world find it useful to have definitions of similar terms as they apply to their educational systems, I invite you to write to me. I am planning a column on the British system to appear soon.

To begin with, the words *standards, accreditation* and *program approval* all apply to programs while *certification, license* or *endorsement* apply to individual teachers. Programs are accredited; teachers are certified. Let us begin with individuals and move to programs.

Certification. Certification requirements are set by the states. For public school certification, requirements usually consist of a specified number of college credits in general subjects and in general education, materials and methodology along with a specified number of credits in the field(s) of specialization. Often successful completion of a course of study at a college or university leads to the initial certification of a teacher. Some states mandate the number of credit hours in college subjects, while others use tests such as the National Teacher Examination.

In some states there is free-standing certification granted on the basis of classes taken (including ESL or bilingual education) in the college certification program. More frequently there is an add-on *endorsement* or add-on *license* which usually requires courses in linguistics, ESL methodology, cross cultural studies and another language. At present at least 16 states and the District of Columbia have both ESL and bilingual education certificates or endorsements. At least 17 plus D.C. have ESL certificates or endorsements and at least 26 plus D.C. have bilingual education certificates or endorsements.

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Dorothy Waggoner, in a draft paper distributed at Toronto TESOL, reports that one-half of all public school teachers in the United States in 1980-81 had immediate or previous experience teaching young people whose home language is other than English and who had limited English proficiency. However, only a quarter of the teachers who had limited English proficiency students in their classes were teaching English as a second language in 1980-81. About 40 percent of those teachers had taken a university course or inservice training to prepare them to teach English as a second language.[1] From statistics like these the need for certification, or at least endorsement, is obvious.

Some states with recently-developed certificates or endorsements have limited the effectiveness of certification with "grandfathering." This is the practice of permitting "unqualified" (according to the standards set by the new certificate) ESL teachers to continue in their jobs, usually for a specific amount of time, after new certification requirements are put into effect. During this time they may be encouraged to complete courses for certification. This protects the teacher who has been teaching ESL, whether or not he or she is qualified.

TESOL has worked with affiliates that want to establish certification in their states for at least eight years. Most recently Gina Cantoni-Harvey, former chair of TESOL's Schools and Universities Coordination Committee, published *Nine Steps to Establishing Certification for English as a Second Language in Your State* (available from the TESOL office). This is a booklet of materials which includes resources and names of resource persons, background materials, and, most important, specific things to do to begin to initiate certification in a state. The process of getting ESL certification in a state which does not have it is a long one. TESOL is ready to help.

Certificates. Having a certificate is different from having certification. There are many places offering professional preparation courses which grant certificates for completion of a specified number of courses or hours. The hours spent in obtaining such a certificate can be from six in a summer session on up to twenty-four. The value of a certificate thus obtained depends entirely on what an employer wants to make it.

Accreditation. In his book *Self-Study Processes: A Guide for Postsecondary Institutions* H. R. Kells defines accreditation as "a voluntary, non-governmental process conducted by postsecondary institutions to accomplish at least two things—to attempt to hold one another accountable on a periodic basis to live up to stated, appropriate institutional or program goals; and to assess the extent to which the institution or program meets established standards. The major purposes of the process are to foster improvement and to identify institutions and programs that seem to be achieving stated goals and that seem to meet the agreed upon standards."[2]

Kells divides accreditation into institutional and specialized accreditation and characterizes them as follows: institutional accreditation deals with the entire institution, focusing somewhat on general, qualitative standards, with heavy emphasis on ascertaining whether an institution appears to be achieving its goals and is functioning in a way that will permit it to continue to do so; specialized accreditation, on the other hand, deals with programs, relying heavily on standards, some of which may be quantitative, while focusing somewhat on goal achievement. Emphasis is more on ascertaining which programs meet standards of good practice.

Program approval. Program approval is basically another term for accreditation. The Ad-Hoc Committee on Employment Issues (TESOL 1981) looked into the accreditation process as did the Committee on Professional Standards. Both groups concluded that accreditation was impractical. Disadvantages include excessive amounts of time and money; problems regarding the legality of issuing or denying accreditation to ESL programs, and difficulties in securing the cooperation of educational institutions to add yet another accrediting organization to what many institutions see as an already burdensome list. For these reasons the accreditation process is becoming more and more a self-study process. TESOL will go the route of program self-evaluation.

Standards. *The Random House Dictionary of the English Language* states, "A standard is an authoritative principle or rule that usually implies a model or pattern for guidance, by comparison with which the quantity, excellence, correctness, etc., of other things may be determined." TESOL already has standards or *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States*—one of the sources of information mentioned in *Nine Steps.*

Now TESOL's Committee on Professional Standards is trying to establish standards for programs—not just postsecondary programs—but all ESOL programs. However, because we are one organization with representatives of many kinds of programs, we feel it is necessary to have certain core statements for any program and specific statements that fit each type of program.

There are still those who believe that program self-study alone is not enough and that we need to police our profession and to let everyone know which programs are the best by giving a "seal of approval" to programs which meet our standards. In contrast, there are others who believe that program self-study is for the purpose of program self-improvement, and that granting recognition does not coincide with the goals of self-study. It is still too early to know what TESOL's final decision will be on this.

Regardless, the Committee on Professional Standards will be presenting the TESOL standards to existing accrediting bodies, to local, state and federal education agencies and officials, and to other professional organizations for their endorsement.

We would like to solicit your views on the core standards, and your ideas as to what should be included in the specific standards. For copies of *Draft II of the Core Standards* write to Carol J. Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057. If you feel that there is something we might forget to include, please write to us. Remember that TESOL decided to set standards as a result of work in the area of employment concerns. Let me assure you that the specific standards will include statements on employment issues.

Footnotes

[1] The figures are from the 1980-81 Teachers Language Skills Survey conducted by Inter-American Research Associates, Inc., for the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

[2] H. R. Kells. *Self-Study Processes: A Guide for Postsecondary Institutions.* Washington, D.C.: American Council on Education, 1980, p. 9.

MURPHY'S LAW . . .

Continued from page 22

pointed out that he was making it rather difficult for me to concentrate.

The student paid attention to the lesson for a while and I took notes frantically, trying to make up for what I'd missed while reacting to his reactivity. But then he offered to hold the microphone for me and started to take it out of my hand. I said, "No thanks," as firmly as I could, but he began to rub my hand again. I considered moving, but the room was small and the desks were bolted together, and I though the movement would be disruptive. I told the student he was distracting me and to please leave me alone so I could do my research. He left off temporarily, but then he began to rub my back. I was startled so I resorted to an absolutely useless feminine ploy: "My husband would be very unhappy if he could see us now. Please, I can't concentrate!" I think he saw that I was mad, because he left me alone for a while.

About ten minutes later he apologized for having annoyed me, but he pointed out that at least I was getting it all on tape. I looked down at my brand new tape recorder with its new stereo microphone, somewhat comforted by the thought that technology would succeed where the human recorder had failed. I felt sick: the spindles weren't turning and the cassette wasn't moving. The machine had stopped working a few minutes into the second side. I thought for a moment I would cry right there in the middle of differential equations, but femininity had availed me not at all during this crisis, so I resorted to rational steps. I took the cassette out of the tape recorder and looked at it. The tape was not broken. Perhaps it had just not been inserted properly when I turned it over. I reinserted the cassette and started the record mechanism. The spindles turned for a moment and then slowed to a stop. The batteries were dead. Oh, Murphy, you were right!

After the observation, I played back the tape on another machine. The first twenty minutes were fine (except for the clipped conversations with the student), but after a while the teacher's voice began to go through puberty in reverse. As the batteries had run down, the tape had moved slower and slower. Playback at normal speeds created a "Munchkin Effect." After twenty-five minutes of tape I had a terrific recording of Alvin the chipmunk discussing delta and epsilon. This strange experience led to **Lessons 7 and 8,** respectively: *always* carry extra batteries (preferably the nickel cadmium rechargeable type—and preferably with the recharging apparatus) and *never* allow yourself to be entrapped in an unwanted discourse act with a subject during an observation.

Reflecting on these events should also lead us to **Lesson Number 9:** *always* use, or consider using, multiple data collection procedures. (See Bailey and Lazar-Morrison, 1981; Denzin, 1978; Patton, 1980.) Of course, the data collection techniques in any study must be determined by the research questions and the desired outcomes, and different settings impose different limitations on the types of recording that can be done. But, if it is true, as Birdwhistell maintains (1970) that about seventy percent of communication is nonverbal, and if we are investigating communication in the broad sense, then audio tape tape recordings alone will miss much. By the same token, videotape recordings, while potentially capturing the visual channels of communication, may be more obtrusive at the same time they are limited by the camera's "tunnel vision." Likewise, the human recorder—even equipped with the best note-taking or coding system and the fastest short-hand—cannot capture life at the speed and depth with which it occurs in classrooms. In addition, on those awful occasions when Murphy's Law is realized, multiple data collection procedures at least provide some safeguards against the types of data loss experiences described above.

The final caveat about conducting observational research is **Lesson Number 10:** *always* do a pilot study. In this paper I have tried to illustrate how many different and unusual things can go wrong in classroom-centered research. Unfortunately, some of these blunders occurred during the data collection phase of my dissertation research. Mercifully, some occurred during what turned out to be a pilot study. Because I made those mistakes, and lost time and data as a result, I now go fully prepared to every observation. (At least, I *think* I do.) This does not mean I have stopped making mistakes, but I have been able to anticipate and thereby avoid a number of pitfalls.

Perhaps by now you are saying, "Boy, those were funny experiences!" Or, if I have failed to amuse you, you may be saying, "What a fool! She calls that research?" But I do have a point to make and I hope it will be considered seriously by people who are interested in classroom-centered research on language teaching and learning (and use). My message is this: classroom-centered research is not easy. People who make a distinction between "hard data" and "soft data" are sometimes prone to think that so-called "soft data" (which usually means unquantified data) are the result of "soft" research, and that observational research is "simple" and the data "anecdotal." (See Hymes, 1980, for an interesting discussion of the role of narratives and anecdotal evidence in American education.) This is not the case, although there have been many problems in our classroom-centered research to date. (See Gaies, 1980, for a discussion of some "consumer guidelines" on classroom-centered research.)

You may feel that this paper has been nothing but story-telling. I would say instead that I am working toward an epistemology of classroom-centered research by examining what Denzin has called "the research act" (1978). The ten caveats listed above are lessons I have learned the proverbial hard way. I hope they may save some other researchers both time and trouble.

I do not claim that these ten "rules" for conducting classroom-centered research are inviolable or that following them will produce fool-proof data. Nor do I claim that this list is exhaustive. There are probably a thousand potential rules to follow in conducting an observational study, and it might be worthwhile for every incipient researcher to memorize them all before entering a classroom to collect data. However, I do believe that attending to these lessons and others, which will surely emerge as we scrutinize our methods of classroom-centered research, will help us to clean up our collective research act.

Finally, I wish to propose Bailey's Corollary to Murphy's Law:

> It's likely that if anything can go wrong, it will. But if we anticipate what might go wrong, it may not.

About the author: Kathi Bailey earned an M.A. in TESL and a Ph.D. in applied linguistics at the University of California at Los Angeles where she also taught. She is currently the director of the M.A. in TESOL Program at the Monterey Institute of International Studies in Monterey, California.

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MARCH 6-11:

TESOL IN TEXAS

Penny Larson
Chair, TESOL '84

It's time to start planning your trip to Houston and TESOL '84! Arrangements for the 1984 TESOL convention began even before we all left the wonderful city of Toronto and TESOL '83. TESOL is returning to Texas for the first time since 1968, and the city of Houston is an exciting, growing metropolis with an ever-growing international community. Convention Chair Penny Larson has been meeting with Associate Chair Elliot Judd, Houston Local Chairs Michele Sabino, Jane Hughey, and Nick Franks, Exhibits Coordinator Aaron Berman to discuss ways to make the 1984 convention truly a Texas event.

TESOL '84, from Tuesday, March 6 through Sunday, March 11, will be housed in a slightly different kind of setting. For the first time we will be using the facilities of a convention center in addition to the Houston Hyatt and Sheraton hotels. It will mean we will all get some exercise walking between the buildings, but that will give us a chance to get out occasionally and clear our heads instead of hearing the yearly lament of "I never got out of the hotel."

TESOL '84 will also follow a slightly different schedule from past TESOL conventions. On Tuesday we plan to have enough activities for all of the convention participants including:

1. Three- and six-hour workshops and colloquia covering a wide range of topics of theoretical and practical value. Sessions will be open to all participants although some of them will have limited space and be on a first-come, first-served basis. Audience participation will be encouraged in these sessions and will give opportunities for a more in-depth exploration of a topic.

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EXERCISING LANGUAGE OPTIONS: SPEECH INTO WRITING — AND BACK

by Sally Mettler
Herbert H. Lehman College
The City University of New York

In an address at the CUNY Graduate Center in February, 1981, William Labov enunciated what he called the *Principle of Debt Incurred*, by which he meant the debt owed by linguists to the speech communities they study; in other words, the obligation of the researcher to the researched. Nowhere is this principle more widely acknowledged than in the field of English as a second language and standard English as a second dialect, where the findings and insights of linguists have had a profound and demonstrable effect on curriculum structure and instructional design. Stephen Krashen underlined the relationship between laboratory and classroom at TESOL '81, when he said in the course of his presentation, "Theoreticians need practitioners." The theoretician gives form, framework, foundation to what the perceptive practitioner experiences, feels, observes, *knows*. The practitioner uses the energy of theory to generate the teaching that ultimately pays the debt incurred.

Influential researchers in second language acquisition such as Krashen, Selinker, and Schumann, have focused from several angles on the affective domain of the second language/second dialect learner. His chances of success seem to be lodged as firmly in the viscera as in the intellect. He learns, they say, by really interacting with the purveyors of the needed linguistic currency: its speakers. To the degree that what happens in the classroom is real interaction, he can even learn there! Recognizing thus the importance of setting, occasion, and interlocutor to language acquisition, we acknowledge that students are acquiring English in places which are physically and spiritually quite remote from the classroom, and often under pressure: the stressful pressure of survival or the gratifying pressure of affiliation, that is, making purchases, making money, making friends, making love.

Interaction and Interlanguage

Because many of our urban ESL students come from polychronic, group-supported, oral cultures, they bring the strength of a disposition toward interpersonal communication with the corollary that language acquired in the aural/oral mode is likely to prevail in the students' written and oral expression over language learned in formal settings, such as the classroom. In their academic pursuits, students frequently confront conflicts between the native tongue, the acquired language, and standard English, which surface in the new idiolect being formed. The emerging code of the ESL communicator is what Selinker (1972) christened ***interlanguage***, the approximative encoding in English of the message the speaker or writer would precisely encode in the native language. Interlanguage is the code that identifies the communicator as proficient or not proficient in terms of the new syntax, lexicon, and phonology.

Taking into account the acknowledged impact of acculturation on the development of interlanguage (Schumann 1979, Wolfram 1970), the interplay of ethnicity, residence

Continued on page 3

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. **See back page for membership information.**

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words**. Send **two** copies of these new items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four** copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or **five typed double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections** of the *TN* are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News**: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*. **Book Reviews**: *Howard Sage, American Language Institute, New York University, Washington Square North, New York, NY 10003*. **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*. **It Works**: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less**. First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, **last minute job notices** will be **accepted** provided there is space. **Advertising rates and information** are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: December 15th for the February *TN*

President's Note to the Members

One of the questions raised in response to the Affiliate Questionnaire which was sent out last year was on the availability of insurance for ESL teachers. One of the needs expressed by affiliates was for an insurance plan which would be available to part-time teachers or to those who, for whatever reasons, did not have access to an insurance plan, or who otherwise wanted one. TESOL offers, *to any and all members in good standing and to members of its affiliates who are not TESOL members*, five different group plans of medical and term life insurance. These are offered to U.S. citizens and non U.S. citizens alike although laws governing these insurance options may vary from country to country.

As TESOL has approved of these plans, letters containing descriptive literature on the offerings have been sent to the membership together with applications for initial enrollment into the various plans. It is important to note that members *may enroll at any time*. They need only apply. However, please note that there *is* a special enrollment period for the Hospital Money Plan. (See page 3.) The following information has been compiled by the TESOL Central Office. To apply or to obtain additional information on any of the plans listed below, please write to Albert H. Wohlers Insurance, 1500 Higgins Road, Park Ridge, Illinois 60068. You may also call: Wohlers—Ruth Smith, Communications Division, (312) 698-2221.

Medical

1) *Major Medical insurance* (underwritten by Monumental Life of Baltimore, Maryland) offers three plans—$250, $500 and $1000 deductible. You pay the first $250, $500 or $1000 of the covered expenses and they will pay 80% of all other covered expenses for the rest of the calendar year. After you have paid $2000 in out-of-pocket expenses plus your deductible they will pay 100% of any additional expenses up to $1,000,000. *Eligibility:* All TESOL members, their spouses, children (up to age 19 or 25, if a full-time student), and key employees of TESOL up to age 60. *Premiums:* Quarterly. A 34-year-old male TESOL member and his wife and children with a $250 deductible would pay $607 each quarter. ($153 for the man, $251 for his wife and $203 for the child(ren).

2) The $1,000,000 *Catastrophe Major Medical Insurance Plan* offers a $25,000 deductible plan to supplement basic hospitalization or major medical insurance. In January 1984, descriptive literature on this plan will be mailed to all TESOL members not already enrolled. *Eligibility:* TESOL members under age 65, their spouses and all unmarried dependent children up to age 25. *Premiums:* Semi-annual. A 34-year-old TESOL member and his or her spouse and children would pay $51.80 every six (6) months.

3) *The Hospital Money Plan* (underwritten by Continental Casualty Company of Chicago, Illinois. (Please see the related article in the shaded section on page 3.)

Group Disability and Term Life

4) *The Group Disability Insurance Plan* for Educational Profession of American (underwritten by North American Life and Casualty Company of Minneapolis, Minnesota) offers two plans—5 year accident/1 year sickness coverage and up to age 65 accident/2 year sickness coverage. Benefits are paid monthly up to $1500 per month (available starting at a $400 per month benefit plan). *Eligibility:* Individual TESOL members under age 60 (may be renewed up to age 65 or retirement (whichever comes first)). Terminates at age 65, retirement or termination of membership (whichever comes first). *Premiums:* Semi-annual. For a 34-year-old TESOL member choosing $1000 per month benefits on the 5 year accident/1 year sickness coverage the premium would be $51 every six (6) months.

5) Educational Profession of America *Group Term Life Insurance* (underwritten by Valley Forge Life Insurance Company of Reading, Pennsylvania) offers term life coverage from $12,000 to $120,000 (in $12,000 increments). Each policy is renewable up to age 70 (coverage is automatically reduced by 50% at age 65) and for children up to age 23 (or marriage or entrance into the Armed Forces, whichever comes first). *Eligibility:* All TESOL members up to age 60, their spouses (up to age 60) and dependent children (up to age 23). Each individual must apply separately (i.e., spouses must apply separately, but children are included in one, but not both, of the policies). *Premiums:* Semi-annual. For a 34-year-old TESOL member, his or her spouse and children (maximum coverage $1200) holding a $60,000 policy the premium would be $165.60 every six (6) months. ($77.00 for the TESOL member + $77.00 for his or her spouse + $11.50 for the child(ren)). NOTE: This life insurance policy not available to residents of Kentucky.

John Haskell

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CALL FOR VIDEO PRODUCTIONS FOR TESOL '84

Don't miss page 31!

LANGUAGE OPTIONS

Continued from page 1

pattern, and personal affiliation tendencies may impel the student into the acquisition of a variety of English which the larger community designates as non-standard, even stigmatized. As a cultural outsider, the second language learner often does not make the standard/non-standard distinction until after the fact of language acquisition. In fact, learners may never make this distinction themselves, but may have it thrust upon them by the institutions or representatives of the larger community: teachers, for example. This means that many non-native speakers of English who consider themselves fluent receive a rude awakening in the classroom when their considerable achievement is discredited on the grounds that what they have acquired is an unacceptable, non-standard variety of English. This interaction-based interlanguage, described by Eskey (1983) as fluent but not accurate, is characterized by an array of *fossils*, incorrect or in any case non-standard forms which have resisted formal correction by teachers and may even be reinforced through interpersonal communication outside the classroom.

Fossils: Stigmatized and Stigmatizing

Fossils appear regularly in the student's utterances and writing, and are especially troublesome because they are impervious to random correction. They may be the products of a number of influences: native language interference (as in the case of the carry-over of the double negative from Spanish to English), peer language influence (as in the use of verbal fillers), faulty instruction, idiosyncratic variations in cognitive strategy and learning style, morphophonemic stumbling blocks in the target language itself (as in the numerous final consonant clusters of English which are unrelieved by interposed vowels), or simply the speaker's "negotiation" to achieve the speed of utterance and response which are highly prized among effective oral communicators in New York and other urban centers of the U.S. Native speakers of Puerto Rican and Dominican Spanish inform me that a fast rate of speech is highly valued in their cultures too. The problem facing these and other ESL learners is that the acquisition of speed in a second language often causes learners to violate powerful phonological and syntactical protocols whose importance they have not fully perceived and accepted. The consequences for grammaticality and simple intelligibility are often dire.

To help us understand how students create the interlanguages which they bring into the classroom we have the Monitor Model (Krashen 1978), which claims that adults subconsciously *acquire* and consciously *learn* a second language, and that they do it synchronically. The model posits, plausibly, that the acquisition of language in life is the more powerful mode, and that learning, i.e. instruction, is useful to the communicator primarily as editor, or Monitor, of the language he has acquired. In the light of our conviction that the constructs of theoreticians can be transformed into the infrastructure of practice, we think that the Monitor can be taken down from from its theoretical pedestal and used to increase competence in standard English by focusing on those fossilized forms which are stigmatized in the mainstream culture and discredit the second-language communicator who has incorporated them into his interlanguage. We have designed instruction on this basis.

Making Standard English Manageable

A curriculum which seeks to make English manageable to the student and which aims at equipping him with a number of specific competencies in the language can go far to reduce the communication apprehension or anxiety factor in speaking and help him with his writing as well. As he modifies his spoken language, he is likely to modify the intrapersonal language of the composing process: the language of the mind. This has important implications.

At Herbert H. Lehman College, in the Bronx, New York, a large proportion of our students are native speakers of a language other than English or a dialect other than standard English. Within our student population there is a wide range of levels of proficiency in standard English. Among the ESL students, the majority are experienced in using English, but many have gained a fast rate of speech and readiness of response at the expense of standard grammar and articulation.

Sensitive to the negative feedback their messages receive, our ESL students are not always clear about the reasons for it. Furthermore, they are often troubled about how to cope with the linguistic dichotomy in our culture. Some students resist speech change in the direction of standardization for fear of breaking important personal, family, and community bonds. But the larger number, wanting to succeed in the mainstream, are interested in making those changes which can be undertaken without undermining hard-won self-esteem.

Recognizing the special needs of non-native speakers of English, Lehman's Department of Speech and Theatre offers special sections of its basic course in the fundamentals of oral communication. In terms of English proficiency, we have multi-level classes which demonstrate that diversity in language skill can provide a useful counterpoint to the diversity in personality and motivation that exists in any group of students in any discipline. In other words, the dynamic of each group produces a kind of balance between the non-fluent but enterprising students at one end, the knowledgeable but reticent at the other, and the variations between.

Keeping in mind that our students are more likely to write what they hear and speak than to speak what they have been taught to write, an apparently useful direction has emerged. Broadly, the aim is to work with the students' interlanguage, expanding and modifying it while developing rhetorical skills appropriate to this culture. We focus on those fossils in his second-language idiolect which are stigmatized and stigmatizing in this culture, as indicated not only by the rules of the standard dialect asserted in textbooks, but also by the unwritten rules made and promulgated by standard speakers which dictate, Orwellian-fashion, that some errors are more erroneous than others because *those* errors mark the one who makes them as a communicator whose messages are not only incorrect, but also unworthy. In the subtle

Continued on next page

LOW-COST SUPPLEMENTAL HOSPITAL COVERAGE: SPECIAL ENROLLMENT PERIOD NOW IN EFFECT

A Special Enrollment Period is now in effect for the Hospital Money Plan sponsored by TESOL. Until December 15, 1983, all TESOL members and spouses under age 60 may enroll *with guaranteed acceptance regardless of past or present medical conditions.* Members' dependent children ages 14 days to 25 years are also automatically eligible during this time.

The TESOL Hospital Money Plan supplements basic hospitalization or major medical insurance policies by providing a daily cash benefit for each day the insured spends in the hospital. Members and spouses may choose a daily benefit of either $165 per day or $110 per day. Members' children may enroll in the $110 per day plan.

Benefits from the TESOL Hospital Plan are paid from the very first day of hospitalization and will continue for as long as 365 days. These benefits are paid directly to the insured and may be used for any purpose he or she wishes. Benefits can be used to pay hospital bills, doctors' fees, prescription drugs, or even ongoing expenses at home. They are paid regardless of any other insurance received at the time and are completely non-taxable according to current IRS rulings.

In addition to the regular daily benefits, this plan also has a special provision for double benefits for each day the insured is confined in an intensive or coronary care unit. Benefits equal to one-half the insured's regular hospital cash benefit are also included to provide continuing benefits when recuperating in a convalescent home after release from the hospital.

Details on the TESOL Hospital Money Plan and information on how to enroll will be sent to members by mail. Further information or questions concerning this Plan should be directed to the TESOL Insurance Administrator: Albert H. Wohlers & Co., 1500 Higgins Road, Park Ridge, Illinois 60068, U.S.A.

LANGUAGE OPTIONS

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conflict between social justice and sociolinguistic reality, justice loses out to disdain.

Practically, we help the student to identify certain non-standard forms in his speech and writing and become capable of discarding them when he chooses to by substituting their standard English counterparts, forms which he may have overlooked, never learned, or consistently avoided because he perceived them as impediments to the rapid speech he values. In this situation the teacher is not only an instructor but also an *informant* on the sociolinguistic imperatives of the mainstream culture: the teacher, as standard-speaker, knows the unwritten as well as the formalized rules of the language. The informant role of the teacher is often welcomed by the students themselves who have become conscious of the differing values placed on native speech styles in the U.S. In fact, by the time they reach college age students are aware that in their own countries judgments of and by individuals are made on the basis of speech style and language choice.

Image-Breaker: Catchword for Linguistic Stigmas

Our manageable collection of stigmatized forms, fossils which invite opprobrium and diminish the respectability of the communicator's utterances and writing, are called *image-breakers*. They are introduced to the student following a generalized discussion of the process of interpersonal communication in which the point is made that every participant sends out not only the message he desires to transmit, the encoding of his ideas, feelings, etc., but also his *image*, a picture of his *self* which is highly susceptible to evaluation in terms of his language choices. The grouping of image-breakers reflects not only our own experience- and observation-based judgments but also the findings of researchers, notably Wolfram's matrix of cruciality and Krashen's natural order of morpheme acquisition. These and other researchers tell us through their studies that presumably simple grammatical and phonological rules of the standard dialect, usually taught early on in ESL curricula, are in fact internalized late, and often never, by many learners.

Each image-breaker is a catchword for a grammatical or phonological anomaly customarily described in more formal terminology. The group is presented to the students on an introductory worksheet, with examples. As presently constituted, the list includes:

1) *absent –s (the ending* –s or –es absent from the plural, the possessive, or the third person singular, e.g.• *He like all kind of music*);
2) *omitted –ed* (the ending –ed omitted from the simple past and past participle forms of regular verbs, e.g.• *Last night we ask him if the work was finish*);
3) *faulty operators* (mismatched auxiliaries, invariant *be*, e.g.• *He gonna ask was you there*);
4) *double negatives and ain't* (forms unacceptable in standard English);
5) *"amputated" words* (ø syllable- and word-final single consonant phonemes and consonant clusters, e.g.• *Tha' wha' she tol' us* instead of *That's what she told us*);
6) *overcorrections* ("extra" –s and –ed endings, as in the possessive• *mines*); and
7) *fillers* (intrusive or excessive contentless words, e.g. *Like*, *man*, I need a job, *y'know*, because *like* I'm really broke, *y'know*.)

A given list of image-breakers should be fluid, subject to modification in accordance with the needs and speech habits of the students in question and the norms of the milieu; for example, phonemic substitutions and zero copula may be included in some areas.

All of the image-breakers (*absent –s, omitted –ed, faulty operators, double negatives and ain't, overcorrections, "amputated" words*), with the possible exception of *fillers*, occur regularly in both speech and writing. There is good evidence in our experience to show that once the forms are dealt with in the aural/oral mode, proofreading skill, and therefore writing, will improve. Students have said that their increased understanding of the connection between their oral production of English and their written errors in tense-marking, pluralization, negation, etc., has helped them to produce more carefully edited, correct writing.

Activating the Monitor

The way we activate the Monitor is to speak and get speech down on paper, via tape recorder and transcription. Students speak, in monologue or dialogue, with or without advance preparation; what they produce is the material they work with, individually, in groups, as a class. Listening to himself, the student can discern the image-breakers and other errors which he is learning to identify in the speech of others. Looking at a transcription or at a worksheet containing sentences he has heard uttered by himself or other students, he can identify problems visually and manipulate the language to get the standard configuration required.

When the student confronts a sentence like• *When I arrive in New York twelve years ago, I look for a job*, or• *They turn me down becau' I didn't speak no English*, he has the task of locating the error, naming it, correcting it, and reiterating the sentence, orally and/or in writing, using a "hands-on" approach to get to the rules of the language. The technique does not involve teaching, or re-teaching, the whole grammar of Standard English; in fact, it is based on the assumption that students have been taught a good deal of that grammar and that what they have *learned* can operate as the Monitor of their *acquired* langage. As they occur in the speech and writing of students, image-breakers are noted, analyzed, labeled, and corrected. The process of objectifying and categorizing frequently-occurring anomalies tends to neutralize the errors and to dissipate the demoralizing effect of incessant, unproductive, random correction, while maintaining the importance of accuracy in standard English.

In line with the need voiced by Schumann and others for teachers to modify materials to meet the needs of students rather than modify instruction to follow the dictates of materials, we use the language of past and present students as teaching material, reinforced by compact textbooks which provide exercises for improving the pronunciation of certain difficult phonemes. Work on pronunciation and articulation is an ongoing activity, since phonology and morphology intersect dramatically in such image-breakers as absent –s, omitted –ed, and "amputated" words. For example, we work through various problems by paying close attention to the articulation of the /s/ /z/ /iz/ variants of –s and the /t/ /d/ /id/ variants of –ed, following voiced/voiceless guidelines and emphasizing the importance of consonants in intelligible oral English.

If there is any single principle which informs the instruction, it is one brought over from the theoretician's lab: John Schumann's suggestion that the learner's interlanguage is not a deformity to be corrected by radical surgery, but a stage in his acquisition of a profound and complex new language system. As learners wade forth into the ocean of English that surrounds them, their teachers can perhaps help them to recognize the deceptive sociolinguistic hazards and by avoiding them to keep their prospects afloat and their heads above water.

Note: An earlier version of this paper was presented on May 4, 1982, at TESOL '82 in Honolulu, Hawaii. Readers interested in receiving samples of the worksheets referred to herein are encouraged to request them from the author.

About the author: Sally Mettler is ESL specialist in the Department of Speech and Theatre, Herbert H. Lehman College (CUNY), Bronx, N.Y. 10468. A doctoral candidate at Teachers College, Columbia University, she is doing research on the reactions of native listeners to the speech of non-native English speakers. Ms. Mettler served as president of the CUNY ESL Council for the year 1982-83.

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TESOL IN TEXAS

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2. Educational visits to ESL, EFL and bilingual programs in the Houston area public schools, community colleges, universities, adult education programs and private programs.

3. A special workshop for affiliate leaders led by TESOL's first vice president Charles Blatchford to explore ways that TESOL can best serve its affiliates and how affiliates can network to help and work with each other. A similar session for Interest Section leaders will be chaired by Jean Handscombe, past second vice president.

4. The official opening of the 1984 Convention will take place Tuesday evening in the Houston Convention Center's beautiful Music Hall. The Honorable Henry Cisneror, mayor of San Antonio and a faculty member of the University of Texas and San Antonio, has accepted our invitation to give the opening address. Following this session there will be an informal reception for everyone.

From Wednesday through Saturday we will follow basically the same schedule. Tom Scovel is arranging for well-known TESOLers to join you for the early morning breakfasts. Morning sessions will consist of papers and demonstrations followed by a lunch break during which no sessions will be scheduled. Some of the interest sessions are scheduling luncheons and the popular international luncheons will also be held on Wednesday and/or Thursday. Downtown Houston is an area of high-rise office buildings, and for a couple of hours around the noon hour, people pour out of these buildings onto the streets and into the underground passageways looking for lunch. It's a good time for people-watching. These underground passageways link the buildings, and they contain restaurants, bookshops, giftshops, drugstores, etc., etc. Take some time to explore Houston's tunnels. You never know what will be around the next bend.

Penny Larson of the Alemany Commmunity College Center in San Francisco is program chair for the 1984 TESOL Convention.

Elliot Judd of the University of Illinois, Chicago, is the associate chair for the March 6-11 meeting.

After lunch we will begin with a plenary session followed by longer sessions including workshops, colloquia, poster sessions, business meetings and organizational sessions as well as academic sessions of the Interest Sections. The publishers' exhibits will open Wednesday morning and remain open during the day until Saturday. Publishers' sessions, where they can talk about and demonstrate their latest materials, will be held throughout the week. On Saturday afternoon we will close with a final plenary session. One special note for elementary and secondary school teachers: extra sessions are being scheduled for Friday and Saturday in anticipation that these are the days they will most likely be able to attend.

TESOL evenings, if you have got any energy left, will include the more informal rap sessions. These sessions, organized by the Interest Sections, give everyone an opportunity to sit around and talk informally on a topic of interest. The evenings will also include most of the social events. On Friday the Houston committee is arranging a trip out to a ranch on the outskirts of Houston for a barbecue and rodeo. TESOL's traditional dance will be on Saturday. Informal escorted dinners to local ethnic restaurants are also being organized for the evenings early in the week.

Sunday is traditionally a wrap-up day and no formal sessions are planned. However, it is an important time for those who have accepted a leadership role, or who would like to become more actively involved in the Interest Sections and Affiliates, as well as for those who would like to provide input into the planning of TESOL '85.

The members of TEXTESOL IV, our Houston affiliate, as well as the members of the other four TEXTESOLs, are looking forward to our arrival in early March. The weather should be fine (It's not hurricane season and the humidity is still low.) and the city should look its best as spring arrives. They have lots to share with all of us and we have lots to share with each other. Preregistration materials will be mailed to all TESOL members in December. Won't you think about joining us?

The TESOL Convention in Houston has three local co-chairs. They are (left to right) Nicholas L. Franks and Michele J. Sabino, both of the University of Houston, and Jane B. Hughey of Texas A & M University.

photos by Aaron Berman

CULTURAL ASPECTS OF PREVOCATIONAL ESL

by Barbara Humak
The School Board of Broward County, Florida

Since April 1980 hundreds of thousands of Cuban and Haitian refugees have landed in South Florida. Such a deluge of people has impacted our lifestyle, communities, and educational systems. This impact has been felt in our ESL programs in Broward County's Adult Education classes. Whereas "general" ESL sufficed previously, now four other ESL/language needs have appeared—academic, literacy training, social and prevocational. In the past three years, prevocational ESL has emerged as the single largest English for Specific Purposes (ESP) program in the county. Early in the design stages of the program, it was recognized that there was a cultural aspect that needed to be incorporated, and it is an aspect that continues to evolve.

In order to discuss the cultural aspects of prevocational ESL, one must define both culture and prevocational English. Culture is a secondary man-made environment that directs and guides our role in life situations, provides models from which we learn expected appropriate behavior, and stresses conformity. Behavior which doesn't conform is labelled "deviant."[1] Conforming, fitting in, and being accepted are three emotionally charged areas for our students. Both caring instructors and anxious students anticipate the students' eventual mainstreaming into American life. Not until newcomers better understand the culture can they successfully and effectively participate in it. Since culture is a learned behavior, it follows that we can teach it; and teach it we must.

Prevocational ESL is the language and culture necessary to seek and secure entry level employment, and it also includes career-awareness activities. Here in Broward County, Adult Education prevocational ESL is the starting point in a refugee's English career. It is not preceded by "general" ESL. Prevocational topics are: personal data, skills and interests, occupations and duties, maps and directories, time and money, the interview/asking questions, work experience, schedules, safety, want ads, and the interview/answering questions. The foregoing topics are from *English That Works* (Scott, Foresman, and Co.), which is being used in our classes.

The following sample prevocational idioms illustrate our culture: "time is money," "the almighty dollar," "the American way," "every man for himself," "all men are created equal," "stand on your own two feet," "stand up for your rights," "climb the ladder of success," and "last hired, first fired." As a reference tool to help generate idioms, any idiom book on the market can be used. However, it is recommended that the idiom book be used *solely* as teacher reference. This way the instructor will have a repertoire to use *in context* during a class activity. When a situation arises that calls for an idiom, the time will be appropriate, the teacher will be ready, and the students will be receptive.

In Broward County, Vocational Education has asked that Adult Basic Education Program cover these prevocational topics and activities which will *not* be covered in the vocational schools:

1. Student reads, understands and responds to job advertisements (magazines, posters, newspapers).
2. Student understands and utilizes employment agencies.
3. Student reads, understands, and responds appropriately to job applications.
4. Student reads, understands, and responds appropriately to social security applications.
5. Student practices appropriate grooming habits for the interview.

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TESOL **Teachers of English To Speakers of Other Languages**

An international professional organization for those concerned with the teaching of English as a Second or Foreign Language, of Standard English as a Second dialect and Bilingual Education and with research into language acquisition, language theory, and language teaching pedagogy.

Invites you to participate in its

Eighteenth Annual Convention

to be held at

Hyatt Regency Houston
Houston, Texas
March 6—11, 1984

In a region that has for centuries been a meeting place of diverse cultures, Texas, as well as the rest of the Southwestern United States, shares a keen interest in the development of second language education. More recently—in the past twenty years—as Houston has developed into a center of space and global communication, its multi-ethnic, multi-lingual community has also expanded, and Houston has become an exciting center for ESL and Bilingual Education at all levels of instruction.

This setting provides an excellent background for a convention program which will include plenary sessions by internationally known speakers, papers, workshops and colloquia by TESOL teachers and their colleagues in related disciplines, educational visits, material exhibits and social events.

PENNY LARSON
Alemany Community College Center
San Francisco
Program Chair

ELLIOT JUDD
University of Illinois
Chicago
Associate Chair

Non-TESOL members may obtain detailed information by writing to:
TESOL • 202 D.C. Transit Bldg.
Georgetown University, Washington D.C. 20057, U.S.A.
Telephone 202 625-4569

IT WORKS

Edited by Cathy Day
Eastern Michigan University

Many ESL teachers are concerned about helping their students become ready for the "World of Work," but do not know what specific types of jobs their students may be looking for or are capable of doing. This article offers some concrete, fieldtested techniques which can be modified according to the needs of the students. **C. Day**

UNDERSTANDING ON THE JOB

by Carol Svendsen
Bilingual Vocational English Training Program
Metropolitan State College, Denver

One of the greatest needs of recent immigrants anywhere is getting a job. Preparing this student for the language and cultural expectations of the workplace is an important priority for the ESL teacher. This job preparation can begin even before the teacher knows the specific jobs the students will be entering. Here are some techniques I have used in vocational ESL classes for beginning and intermediate students to develop skills in one crucial communicative area: reporting problems and getting clarification on the job.

A limited English speaking worker in an entry level job can often learn the routine duties of the job through observation. But when the routine is interrupted, when instructions are given for a new assignment or when a machine breaks down, the worker must be able to find out what is expected of him. In some situations the worker must take responsibility for informing a supervisor about a problem and understand the supervisor's response. Oral instructions about duties are often incomprehensible because of unfamiliar structure and vocabulary, because they are given too fast or contain too much information to absorb at once. Sometimes instructions are incomplete and occasionally instructions are inaccurate.

It is not enough then for workers to listen mutely and follow orders. They have to verify their understanding of what they need to do before making serious mistakes. They have to "teach" their supervisor ways to make an explanation understandable. They have to ask questions about specific parts of the instructions. When something happens they were not prepared for by their training, they have to indicate the nature of the problem. And they have to do all this in a polite way in order to stay on good terms with the supervisor or co-worker. The supervisor wants to be certain that she or he has been understood, and that if and there is a problem or misunderstanding the worker will ask a question.

TECHNIQUES FOR GETTING CLARIFICATION

Classroom techniques can center on developing skills for reporting problems and getting clarification. Vocabulary is specific to the vocational areas students are training for or it can be general classroom vocabulary. The important thing is that students learn the forms necessary for communicating in occupations and that they develop the necessary assertiveness in speaking up when they need clarification.

Imperatives and live action responses on the part of the students are good preparation for on the job instructions. Most imperatives, however, take more polite forms than "clean this up" or "get a wrench". Following are examples of forms used more frequently at the workplace:

- Would you put those tools away?
- Do you want to go ahead and put that cassette in the recorder?
- Why don't you do Room 605 now?

Students need to learn to recognize these forms as commands.

When students carry out commands in the classroom, they should be required to show acknowledgement. Nodding the head and saying "OK" is usually sufficient. Supervisors don't know what to make of the employee who turns wordlessly to carry out the task. If the request is not understood there are several strategies that can be taught to get repetition or clarification. The teacher should intentionally give imperatives that will not be understood to give the students the opportunity to use these strategies. For example, the teacher can:

- Speak quickly, slurring words together.
- Use vocabulary or idiomatic expressions the students don't know.

Students can then say, "Could you please repeat that" or "I'm sorry, could you speak slowly please." If the student understands all but one word of a command (e.g. "Would you close the blind please?") he can say, "I don't understand **blind**." Or he can point to the object that seems logical and say, "This?" with rising intonation. The teacher then will acknowledge, "Yes, that's right" or say, "No, over there" accompanied by pointing. The student's pointing causes the first speaker to respond by pointing. As a final strategy the student can say, "I'm sorry, I don't understand. Can you show me?"

TECHNIQUES FOR GETTING CONFIRMATION

There are techniques for getting confirmation if the student thinks he understands but wants to make sure before carrying out the instructions. As he begins to perform the action he can say to the teacher, "Like this?" the teacher then acknowledges or corrects. Another strategy the student can use is to repeat back to the teacher what he heard. For example:

> **Teacher:** You want to take this projector over to Linda in Room 509?
>
> **Student:** I take the projector to Linda in Room 509?

Instead of giving back an entire sentence the student can repeat only the important parts of the message. This teaches the student to focus on the crucial information. ("Linda? Room 509?") Where numbers are involved repeating back is especially important. Stock numbers, for example, are used in many work settings. Classroom items can be labelled with numbers so that the following imperative could be used:

> **Teacher:** Would you bring me a 53-402?
>
> **Student:** 53-4...
>
> **Teacher:** 53-402.
>
> **Student:** 53-402?
>
> **Teacher:** Right.

Dimensions are used in some jobs ("Why don't you cut it 2¼" x 3"?"), and here, too, the student needs to repeat to get verification. Using a small notebook to write down numbers is also valuable. It can be used for students as a clarification tool, by asking supervisors or co-workers to write a word or number that is not understood.

Supervisors sometimes give incomplete information in their instructions. They may ask a new worker to get supplies without telling where they are stored or tell him to get an item without differentiating between similar items. In the classroom students can be asked to get items whose locations they don't know.

> **Teacher:** You want to go get the scissors?
>
> **Student:** Where is it?
>
> **Teacher:** Top drawer of my desk.
>
> **Student:** (finds two pairs) Which one?
>
> **Teacher:** The small one.

If the student is uncertain he can hold it up and say, "This one?"

Students should also realize that information given to them will sometimes be inaccurate and be prepared to question instructions.

> **Teacher:** Could you clean the mirror with that glass cleaner?
>
> **Student:** Where is the glass cleaner?
>
> **Teacher:** In the cabinet.
>
> **Student:** (after looking) I can't find it.
>
> **Teacher:** We must be out. (or) May be in the supply room.

Another example:

> **Teacher:** Would you put these boxes on that top shelf over there?
>
> **Student:** The shelf is full.
>
> **Teacher:** OK. Just put them on the floor in the corner.

These clarification strategies can be taught, roleplayed, and then practiced in all classroom activities. Teachers should structure activities which demand that students take an active role in discovering what is expected of them. Students will then begin to take responsibility for clearing up misunderstandings and for acquiring the information they need to do the job.

About the author: Carol Svendson teaches in and is the acting director of the Bilingual Vocational English Training Program of Metropolitan State College. She is studying for an M.A. in multi-cultural education with an ESL emphasis at the University of Colorado in Denver.

The TESOL Newsletter
Special Supplement
on
Composition and Writing
will appear
in the February issue.
Editor

PREVOCATIONAL ESL

Continued from page 6

6. Student displays appropriate interview conduct.
7. Student asks and answers appropriate questions during the interview.

When the students enter the vocational level, they will be taught vocational-specific English with the assumption that they have acquired a basic ability in prevocational language in the preceding level.

Listed below are examples of culture found in each item outlined above:

1. Job advertisements suggest classified ads (complete with jargon and abbreviations), labor union notices (protecting "the little guy" and workers' rights) and trade journals.
2. Employment agencies are public and private. Sometimes you pay a fee, sometimes you don't. When do you pay a fee—before or after the job? Are counsellors authoritarian figures or advisors? Counselling is a *very* American phenomenon!
3. Job applications are packed with culture. First, they illustrate a formal system of applying rather than an informal process of friend/family referrals. Second, we're a paper/form oriented society. Other cultural points are the order of a name (which is the first name? the last name? what is "last name first"?); the number of names we have; the order of the date (month, day, year); the months of the Gregorian calendar; capitalizing the months; the order of an address (number, street, city); having a house number vs. a postal box; the definition of "college," marital status (common law? divorced? separated? Do these circumstances exist in other countries?); using ink, not pencil; printing vs. signing; and markings (dash, an "x," circling, crossing out).
4. The social security system reveals our attitude toward the elderly, aging, and retired.
5. Grooming lessons teach appropriate dress (avoid over dressing and—for women—heavy makeup), and mention hygiene.
6. Kinesics and spatiality are part of interview conduct. Do you shake hands? Do you maintain eye contact? How close do you stand to the interviewer? Do you go to the interview alone or with extended family?
7. The actual interview demands individuality, asserting oneself, and most importantly asking for clarification.

A rule of thumb when teaching culture is to assume nothing. American culture is obvious around us and so internalized within us that it is very difficult to objectively identify it. Remember, too, that we did not instinctively "know the ropes," "the rules of the game," "the how-to's," that is, the culture. We have all been taught what is appropriate and expected. We have patterned our behavior after the role models presented before us. So too must ESL instructors model the correct actions and reactions for our job-bound students when presenting the cultural aspects of prevocational ESL. The cultural imperative says that culture must be transmitted, learned, and lasting. It is our job as ESL instructors to transmit the culture to our students.

---

[1] Dr. Lillian Gaffney, Fairleigh Dickinson University, N.J.

About the author. Barbara Humak is presently a resource teacher for ESL in Broward County's (Florida) Adult Basic Education program. She also taught ESL K-12 in New Jersey and community college ESL in New York City. Ms. Humak has a master's degree in ESL from Fairleigh Dickinson University in Teaneck, New Jersey.

TEACHER-MADE MATERIALS EXHIBIT —TESOL '84

It's not too early to begin to think about exhibiting your materials at the TESOL '84 convention. If you have something to share, you can find out about the exhibit from Kay Hart, Adult Education Division, Community Education Program, College Station, TX 77840. More information will be available in the December issue of the TN.

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LETTERS

A PLEA FOR MORE AFFORDABLE TESOL CONVENTIONS

May 19, 1983

To the Editor:

I agree with Liz Hamp-Lyons [in the April 1983 *TN*] that the Toronto convention, while extremely interesting, was also inordinately expensive. Even though I had only a short distance to travel, I spent *half* a month's salary on the excursion, and that after a good deal of special effort to locate a roommate and a less expensive hotel than the convention center.

For underpaid and in some cases unemployed ESL teachers, $83 a day for a hotel room is certainly a problem and must often have been prohibitive.

There *is* something TESOL can do to make future conventions more affordable. When I used to attend conventions of the American Library Association, the organization lined up a *selection* of hotels in advance, from the luxury variety down to the YMCA, and the registration form allowed participants to indicate their choice. Another service that TESOL could offer would be to match up roommates; the registration form could allow for indication of such choices as smoker/non-smoker.

When the convention has so many riches to offer in terms of lectures and discussions, it seems a pity to exclude half the potential audience by offering only luxury accommodations.

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PREPARING ESL STUDENTS FOR COLLEGE IN THE U.S.A.

August 23, 1983

To the Editor:

ESL teachers who are interested in how well they are preparing college-bound students should send for a free copy of *Academic Preparation for College: What Students Need to Know and Be Able to Do* by the College Board (888 Seventh Avenue, New York, New York 10106 U.S.A.). It outlines the knowledge and skills that our students will need in order to get full value from their college education. Not only does this report remind us of details concerning the basic competencies in reading, writing, speaking, listening, reasoning, studying, and English language principles, but it also identifies the preparation students need in basic computer knowledge, the arts, major contemporary societies and cultures: their geography, political systems, economic and social systems, history, social science, and so on.

Our President and governors are finally behind teachers in believing that the quality of education is important because they see that it will benefit the U.S. economy. Let's also use this equality project to improve the quality of ESL teaching not only because it will benefit the U.S., but—in the end—because it will benefit the world directly.

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SUPERLEARNING TECHNIQUES QUESTIONED

August 15, 1983

To the Editor

As a practitioner of suggestology in teaching Japanese and ESL, I found Wagner and Telney's article on the effect of "Superlearning Techniques" (*TESOL Quarterly*, March 1983) very interesting and convincing.

I am not surprised at the results of their experiment because they support my belief that "superlearning techniques" lack critical elements of suggestology such as guided fantasy, infantalization, assuming a new identity in the target language, and activation exercises. Lozanov's suggestology is more than "language presentation with the music" (concert session). "Superlearning techniques" and suggestology are two different methods and Wagner and Tilney's research studies the effect of "superlearning techniques" as they correctly specify, but not that of suggestology. Therefore, as I appreciate their study, I also look forward to a research experiment on the effect of suggestology which should include at least concert sessions and activation exercises. And my hypothesis is that the results will be different from that of Wagner and Tilney's.

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PEDAGOGY OF PEACE

July 14, 1983

To the Editor:

The ESL/FL profession is in a viable position for promoting world peace, and indeed, it is usually very exciting for ESL/FL learners to become cognizant of the fact that they are directly contributing to a better world understanding by learning a foreign language.

As a professional organization, and as individual teachers, we have the opportunity of fostering a better understanding of other cultures, as well as a responsibility to be active in movements dedicated to world peace. It is not only important for us as individuals to structure classroom activities in conflict-resolution simulations, etc., but it is also important as a national organization to encourage Congress to pass bills which favor foreign language/ESL programs.

As an organization we could also become active in encouraging colleges which have Peace Studies/International Studies curricula to incorporate foreign language training in their programs. In the book *Peace and World Order Studies* (1981), 64 course syllabi are presented from the faculty teaching in the fields of 'peace,' presenting some of the finest universities in America. Excluding a Mexican university, only *one* teacher assigned any reading material in a foreign language.

In other words, for the purpose of promoting world peace it would be expedient for the fields of ESL/FL teaching to work closer together. In order to achieve that, it will be necessary for ESL teachers to expand their reading knowledge as well, by reading foreign magazines, foreign professional journals, and thereby incorporating varying viewpoints in their own professional journals. (One look at the *TESOL Quarterly* will show our almost total dependence on American, perhaps British sources.) It is my firm belief that if ESL and FL professionals were truly to work together, they could help the world learn how to read and write the reality of peace (analogy from Paulo Freire).

Sources:

Peace and World Order Studies, 3rd ed., Transnational Academic Program, Institute for World Order, 1981.

Organizations:

Institute for World Order, 777 U.N. Plaza, New York NY 10017 COPRED, Kent State University, Kent, Ohio 44242.

Educators for Social Responsibility, 639 Massachusetts Ave., Cambridge, Massachusetts 02139.

National Peace Academy, Suite 409, 110 Maryland Avenue N.E., Washington, D.C.

International Students Peace Network, Box 282, Kingston, New Jersey 08528.

Dot Robbins
47 Parkvale Avenue, #12
Boston, Massachusetts 02134

"PROFESSIONAL SNOBBISM" IN TESL/TEFL?

July 18, 1983

To the Editor:

In several recent articles and letters to the editor concerning the issue of professional standards of EFL teachers, snide remarks concerning colleagues who hold degrees in English or comparative literature have been voiced. It is time someone stood up and answered such insults since the professional snobbism revealed by them indicates, to a large extent, total ignorance of where literature departments have been going in the last generation or so.

First of all, the curricula of a great many English and comparative literature departments have always required studies in the history of the English language, ancient Greek or Latin (sometimes Hebrew), and at least one other modern foreign language.

Second, literature majors do not just read poetry and fiction, but also a fair amount of essays and a great deal of history, biography, philosophy and literary analysis.

Third, anyone following literary studies since the 1960s should realize that the new approaches to literature such as "structuralism," "poetics" and "deconstructionism" have all been highly influenced by linguistics, discourse analysis and cognitive psychology. Literary analysis is into things today such as "speech acts," "reader processing," "cultural context codes," and "text schemata," and experts in these related fields now publish in a variety of cross-disciplinary journals.

Fourth, de facto, in today's practical world, many English and comparative literature majors do a double major or minor in education or linguistics, complete teaching certification for L_1 or EFL/ESL or even do advanced degrees in English communication or rhetoric. Is our field so parochial that we cannot see how all these areas are interrelated?

Finally, and most important, it is not really a matter of one's degree as much as working in the EFL field, deciding to commit oneself to it and striving for the best at all times. And many people have entered our field, if we must be frank, quite by chance while the "field" itself was evolving into a field of expertise. On-the-job-training, delayed certification on various levels, doing advanced coursework in education, linguistics, psychology and EFL methods all come in time. The rigours of research and of keeping up with professional literature can be

Continued on next page

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acquired in any academic field, of course.

The holder of a degree in EFL is not by definition a competent EFL teacher/expert and thus neither is the holder of an English degree an incompetent one. (And surely a truly incompetent professional would eventually be spotted and fired, whatever his degree, would he not?) If we agree that teaching, that all of education, is, like acting, a communication art, then as a kind of didactic theatre, only certain basic techniques and knowledge can be taught at universities. Competence or professionalism is not merely a question of one's degree, although anyone seriously committed to EFL probably wants to deepen his knowledge and protect his future by getting whatever certificate is needed, eventually joining the "publish-or-perish" league.

People have been learning foreign languages for thousands of years without the assistance of those infant sciences of linguistics and pedagogy. If EFL certification makes a teacher better, makes students learn more effectively and more pleasantly or makes the selection process of hiring fresh graduates simpler, that's fine. But stop slurring the thousands of experienced and successful EFL teachers who never majored in EFL. They started out in speech, theatre, English, comparative literature, or even as teachers of "foreign" languages and one day, for all sorts of reasons, found themselves teaching English language skills at home or abroad. After a lot of hard work and self-enrichment, many of them are proud to be TESOL members and right up there with the best of them.

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TWO ESL TEACHERS HONORED

SCHERAGA AND MAYO WIN COVETED NEA FELLOWSHIPS

Two outstanding New Jersey teachers received a highly coveted award from the National Education Association for their proposed project aimed at helping non-English speaking students make better progress in vocational education.

The award recipients are Mona Scheraga, a teacher in the Passaic High School English department, and Lawrence Mayo, chairperson of the school's industrial education department, announced Willard H. McGuire, NEA president. Mona Scheraga is also an active TESOLer who currently serves as the chair of the Secondary Schools Interest Section, she is a past president of NJTESOL/NJBEA. The award, a Hilda Maehling Fellowship valued at $1,000, was presented at the NEA annual convention in Philadelphia, June 30-July 5, 1983.

The purpose of their project, "VESL: The Way to Equal Educational Opportunity," is to develop and sharpen Vocational English as a Second Language (VESL). It is aimed at meeting the problems and frustrations encountered at both ends of the learning experience—by the limited English-speaking student and the teacher—in the vocational education field.

The project, to be coordinated by Ms. Scheraga, calls for the preparation of special booklets, wall charts and other learning aids, using captions in English and Spanish and illustrations prepared by students.

McGuire cited the project as an "example of the continuing creativity that characterizes the American teacher's effort to enrich learning and to accommodate teaching to changing conditions."

—***NEA News,*** July 25, 1983

JILL WYATT OF ATESL: "ONE OF CALGARY'S MOST REMARKABLE NATURAL RESOURCES"

In the spring of 1983 Jill Wyatt, supervisor of ESL for the Board of Education in Calgary, Alberta, was awarded the 1983 Calgary Young Women's Christian Association Woman of the Year Award for her outstanding contribution in the field of education.

Ms. Wyatt's many accomplishments include helping to establish ATESL (an affiliate of TESL Canada) as a highly professional organization, obtaining increased recognition and support for ESL from the provincial government, initiating a positive approach towards multiculturalism within the Calgary Board of Education, and sensitizing teachers and others to the needs of minority group children and adults. She has also used her talents to bring together people of diverse interests and purposes in cooperative efforts designed to solve some of the problems that face those who work with ESL students.

Ms. Wyatt's work includes initiating programs such as English for New Canadian Housewives and English for Parents. Her work with the Multicultural Assessment Centre, the Race Relations Coordinating Council, the Calgary Immigrant Aid Society, and the National Canadian Consultative Council on Multiculturalism will undoubtedly have a lasting impact on Calgary and on Canadian society. As John Fisher, director of Further Education Services for Alberta said, "In a world-class city preoccupied with the affairs of the oil and gas industry, Jill Wyatt is one of Calgary's most remarkable natural resources."

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TESOL Summer Meeting: Toronto 1983 Evaluation in ESL Programs

by Richard Handscombe
Program Chair
1983 TESOL Summer Meeting

When Alice Osman asked me if I'd write an assessment of this year's Summer Meeting I almost had a conniption. For the first time, the Meeting had focussed almost exclusively on a single theme—*Evaluation in ESL Programs*. All the plenary speakers had warned us at length *not* to get embroiled in evaluating programs for which we were primarily responsible, and here was I being asked to go one stage further—evaluating my own program on program evaluation! And when she pointed out—pointedly—that if I couldn't do it then the whole image of "the dispassionate evaluator" was gone forever, I knew I had no choice. Hoist with my own petard.

Luckily I could call for help. Not, this time, from the loyal members of TESL Ontario: having watched them put in countless hours on the March Convention there was no way that I could ask them to fall in yet again. But obviously a Meeting on Evaluation had to be Evaluated. We therefore spent much of the last morning cajolling, urging and even bullying people into filling out a bright yellow form. That almost a third (63 out of 211) of the registrants did so is probably the best proof that those who attended took the topic of evaluation seriously.

It was Toronto that drew the raviest reviews, of course. There must be something going between this city and TESOL. The March Convention took place during one of the mildest springs on record, the Summer Institute spread itself through six weeks of the hottest, sunniest, most optimistic summer I've known in sixteen years, and the Summer Meeting happened slap in the middle of it. Small wonder, then, that on a scale of 1.0 – 5.0 the city scored 4.7, second only to its transportation system (but surely everybody walked?) and the amazing choice of places to eat (thanks again Maureen Callahan and Ian Gertsbain and team for *Toronto Discovery!*). It was comforting for me to know that accommodation in location, quality, and service was also rated highly (over 4.5): people who are rested and fed, I guessed, would be able to concentrate on and enjoy the intensive activities planned for this particular Summer Meeting.

The Meeting itself started on the evening of Thursday, July 21. TESOL President John Haskell welcomed the audience on behalf of the organization, and Ron Mackay (Concordia University, Montreal) gave the opening plenary on *Relevant Evaluation*. His broad international sweep set wide boundaries for the topic, and his deft touch did much to establish the relaxed atmosphere of the rest of the Meeting. The wine-and-bitties party that followed helped things along.

Paper presentations, publishers' sessions, demonstrations and workshops began on the Friday morning and continued until Saturday. All except the publishers' sessions were on some aspect of the *Evaluation* theme. As usual, the assessments of these offerings were mixed, but the overall judgment was that they were mainly between "O.K." (the middle category) and "Excellent" (the top one). The comments under the "What was the most valuable aspect of the Summer Meeting?" were equally varied, ranging from "Contact with others in the same line of business," "Keeping up with the profession," and "Realizing I'm not alone in the dark!" to "Having a single theme," "The topic of evaluation," and "The plenary sessions" (themselves rated at over 4.0).

Five other plenary sessions were scheduled through the Meeting. Friday started with Lyle Bachman (University of Illinois) describing (and hilariously acting out) *The Role of the Evaluator*. Michael Long (University of Hawaii at Manoa) followed after lunch with *Process and Product in ESL Program Evaluation*, and Carole Urzúa (Lewis and Clark College, Portland, Oregon) closed the day with her illustrated presentation on *How do you evaluate your own program at elementary level?* Audience reaction to the latter made me realize two things in addition to Carole's ability to catch and hold her listeners: first, the decision to give as much weight as possible to"school" level had obviously struck a sympathetic chord and, secondly, elementary school people were present in significant numbers (according to the evaluation, roughly half of the "school" attenders, which together constituted a third of the total respondents, were from elementary level).

Two plenaries on the Saturday morning—John Sinclair's (University of Birmingham) *Evaluation of Language Skills Projects* and Michael Canale's (Franco-Ontarian Centre, O.I.S.E.) *Program evaluation: Where do we go from here?*—bracketed other presentations, and the Summer Meeting concluded with an address from Jim Alatis, TESOL's Executive Director.

The scheduling of activities (4.0), the logistic information and assistance (4.0), the meeting rooms (4.1), and the overall organization of the Meeting (4.1) remind me again of the debt I owe to Irene Leps and her staff in O.I.S.E.'s Conference Office for a job really well done. I was also happy to discover that the topic of the Meeting was judged "more-than-acceptable" (4.5), that almost 90% of the attenders thought the Meeting was "about right" in length (the rest judged it too short, and I see their point), that 97% thought the number of activities was "about right" (the actual numbers of attendees at presentations, publishers' sessions, and publishers' exhibits can most easily be described as "high"), and my special baby, the Meeting Handbook, got a 4.5 rating (thank you again, John Martins and Claire Pietrangelo of Jay Tee Graphics!).

Amongst all this adulation, I hear you cry, something must have gone wrong?? And of course it did. One question in the Evaluation Form asked "What was the most distressing aspect of the Meeting?", and I have a closely-written page of comments. "Cancellations" heads the list. The fact that, relatively speaking, these were few counted for little in so small a program: 18 papers: 2 cancelled; 4 demonstrations: 1 no-show; 8 publishers' sessions: 2 cancelled (on the credit side: 1 workshop, voluntarily repeated; thank you, Jeffrey DiTuglio!). Sudden holes were very obvious. And if I were to do it all again I would do my best to arrange half-a-dozen "understudies" from the local community, if they would be kind enough to oblige.

My definition of a plenary as being something to which you don't invite immediate response was not shared by some people. On a future occasion, I would certainly consider asking plenary speakers to take part in a later question-and-answer session (or sessions?), either as individuals or as members of a panel, perhaps. Further, the fact that not all the paper presentations were as much on the "evaluation" aspect of their topic as they might have been came in for criticism, as did the final over-emphasis on the post-secondary level. Some people would have welcomed practical "how to" information, and if all were to do again I would try to organize workshops of this type on the opening day, if only the afternoon, of the Meeting. A lone voice pleaded for time off from the concurrent Summer Institute to attend the Meeting from beginning to end but, alas, credit courses are subject here, as elsewhere, to university regulations that make it difficult, though not impossible, for this to happen.

Other good suggestions ranged from better publicity and earlier notice of what was going to happen—here I would recommend that any single-theme focus, like ours, should seriously consider *two* years' lead-time together with good publicity at the *two* March Conventions prior to the

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SUMMER MEETING

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Meeting—and having one or two more general presentations as alternatives to and relaxations from the single-theme focus (we tried to do this with Publishers' Sessions), to the whole problem of alternative accommodation. Toronto, like many another city on this and other continents, is not cheap. Perhaps host city people could be persuaded to offer accommodation, with or without payment, perhaps on bed-and-breakfast lines?

Despite the problems, 71% of the responders said that they had "much" or "very much" enjoyed their experience at the Meeting, and most of the others said they had enjoyed it "somewhat". Surprisingly, to me at any rate, almost 90% said that this was their first TESOL Summer Meeting (despite the fact that 35 to 54 responders said they were members of TESOL) and, even more surprisingly, numbers were almost equally divided as to whether or not, all other things being equal, they would attend a subsequent meeting organized on similar lines. Cost was the single most inhibiting factor. On the other hand, about 80% felt that a single TESOL Summer Meeting best suited their needs and resources, while a suggestion that such meetings be held every other year was certainly provocative.

In general, the attenders were an experienced group. Roughly 30% had had 1-5 years' experience, 30% had had 6-11 years, and 30% 12-17, with the rest having 18+ years in the field. All kinds of qualifications from trainee to post-doctorate were listed, with an enormously wide variety of working areas and present positions. 44% confessed to being from Canada (76% of these were from Ontario, but not all from Toronto), 40% from the U.S.A., and the remainder from Botswana, Finland, Israel, Italy, Korea and Poland. Roughly 80% said English was their first language, twice as many females as males responded, and most of all respondents were in the 31-42 year-old age-group. I'm not sure what conclusions we can infer from these figures: do we conclude that of all those who could understand the questionnaire experienced women felt most disposed towards filling it out? This kind of cautionary note was evident throughout the Summer Meeting.

In one of my earliest pieces of correspondence, I said that, ideally, we would be hoping for one of the best 48-hour sessions on *Evaluation in ESL Programs* ever held anywhere. The most dispassionate interpretation of my data says that, although we didn't quite reach that peak, we didn't do badly. Over to you, Corvallis!

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Edited by Richard Schreck
Heidelberg College

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A COURSE IN C.A.L.L. FOR AN M.A. PROGRAM IN TESL

by William Mead
University of Houston

***Note:** If computers are to be a part of ESL, courses in CALL are likely to become standard in our teacher education programs. In describing one such course, this article raises several issues related to course content and philosophy and addresses, in an immediate way, the question of what ESL professionals should know about computers. Responses to the issues raised here are welcome, either as articles or as shorter reactions, which may be incorporated in a future column.*

R. Schreck

The rapid expansion of computer-based education in the last few years has made a course in Computer Assisted Language Learning (CALL) a highly desirable addition to a Master of Arts degree program in TESL or applied linguistics. Since the computing world proliferates alternatives and rapidly changing technologies, it is very important in setting up such a course to deemphasize tools, such as languages, graphics, video, and sound. The stress should be on course design and algorithms (logical sequences of instructions to the computer, e.g. a flowchart) in preparing teachers to write and evaluate ESL courseware. It is not necessary to use an authoring language or the best equipment.

In my course in CALL at the University of Houston, we use the languages BASIC and LISP on a mainframe computer. Students have the option of using their own microcomputers if they prefer. The course is organized around five programming assignments, each related to some aspect of one of the types of courseware design generally employed in computer-assisted learning: 1) successive frame, 2) scrambled textbook, 3) adaptive teaching programs, 4) learner controlled programs, and 5) artificially intelligent tutoring systems. These five types of courseware are arranged in order of historical development and each represents an increase in the individualization of instruction.

The least individualized type of course design, called "successive frame," predates computers. It was developed by an educator named Pressey (1926). Pressey's course material was presented as a series of "frames" that students were to master in sequence. Each frame presented information and related questions. Today, a "successive frame" algorithm for computer assisted language learning typically presents a rule or explanation, followed by some type of exercise. Each student sees one hundred percent of the course material. There is no branching to sublessons. If the student's answer is correct, she goes on to the next problem. If her answer is wrong after one or two tries, she is supplied with the correct answer and sent on to the next problem.

A more sophisticated type of teaching program, called "scrambled textbook," was introduced by Crowder (1962). The student answered questions and the answers determined what material would be presented next. Crowder's program branched the student to the next question or to another lesson, depending on the answer she gave to a single question or several related questions. When a student answers incorrectly, a good scrambled textbook algorithm for language learning should branch her, according to the problem she is on and the answer she has given, to a sub-lesson that gives her an explanation and exercise contrasting, when possible, the meaning or usage of the student's choice with that of the correct answer. In this way, each student takes a unique path through an individually prescribed sequence of lessons.

An important variation on the "scrambled textbook" approach is an "adaptive" teaching program (Goldberg, 1973), i.e. one that branches not as a result of a single response from a student but on the basis of a history of her responses. It thus forms a model of the student, which governs from one session to the next what material is covered.

A fourth approach to computer-assisted learning allows the learner to branch *herself* by selecting: lesson topics, explanations, examples, and easy or hard versions of exercises. A "learner controlled" teaching program of this sort may be combined with an "adaptive" algorithm to produce a program which makes suggestions to a student, on the basis of its model of her, as to what she might do next. A simple example of this approach is provided by Brigham Young University's TICCIT system (1982), which will suggest to a student doing well on the easy version of an exercise that she go on to the harder one. A more complicated example in the area of composition instruction is the program in *The Writer's Workbench* system, produced by Bell Laboratories, which "searches a text for stylistic breaches and suggests alternatives" (Shostak, 1982). *The Writer's Workbench* is not the kind of interactive instruction system that TICCIT is, but it does provide an excellent example of a system which forms a model of a composition writer, compares the model to a standard, such as *The Elements of Style* (Strunk and White, 1979), and suggests to the student what her next step should be.

The most individualized type of computer-assisted learning requires the use of two techniques from artificial intelligence: natural language processing and student modeling. "Artificially Intelligent Tutoring Systems" for a variety of subjects, such as geography and calculus, have already been developed (Sleeman and Brown, 1982), but none exist, as yet, for ESL. One important feature of natural language processing is that within the "world," or domain, of the lesson, student input need not be limited to a few acceptable correct answers. Another is that such a system is capable of generating questions to gain even more information about what a student does or does not know. The effect of these two features is that they increase the complexity and uniqueness of student-computer interaction.

The five course assignments related to these courseware design types serve not only to acquaint ESL teachers with CALL but also to document the steady historical progression away from the highly mechanical drill and practice of "successive frame" instruction toward inherently communicative tutoring systems. They also underscore the fact that increased individualization of instruction is the primary justification for putting lessons on computer rather than in a workbook or programmed text.

About the author: William Mead is a systems analyst and manager of Instructional, Research, and Information Systems (IRIS), English Department, University of Houston.

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REVIEWS

Edited by Howard Sage
New York University

ON TESOL '82: PACIFIC PERSPECTIVES ON LANGUAGE LEARNING AND TEACHING

by Mark A. Clarke and Jean Handscombe, eds. 1983. Selected papers from the 16th Annual TESOL Convention in Honolulu. TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (340 pp. $10.00 to TESOL members; $11.50 to nonmembers).

Reviewed by Jim Nattinger
Portland State University

On TESOL '82, a collection of papers from last year's Hawaii convention, demonstrates handsomely the wide-ranging interests that have come to dominate our yearly meetings. Subjects range from language planning to evaluations of current ESL approaches and along the way touch on sociolinguistics, second language acquisition, discourse analysis, and linguistic theory, among many others; yet in spite of this diversity the editors have been able to tie together common themes and have grouped the papers into four coherent sections. The result is a book that will be very useful for ESL and linguistics teachers.

Section One, the most general, is sociolinguistically oriented, and contains discussions of Hawaiian Creole English, language planning in Nigeria, the constraints on EFL programs in China, and the growing minority position of native speakers of English. Perhaps the most valuable article in the section is Merrill Swain's description of principles of successful bilingual education, some of which go against popular belief about how bilingual programs should be organized. Summarizing from personal experience and current research, Swain argues that teachers should develop the child's home language before worrying about the second; separate the use of the two languages in the classroom; and let students know why bilingualism will be a "bonus" for them.

The best papers in Section Two discuss current approaches and, as the editors say, "challenge assumptions." They certainly do that. Maley cautions against prophets of a One True Method, and Scovel, from a cross-cultural perspective, comes down hard on notional-functionalism, humanism, and the egocentrism of certain authors (one of whom has an article in this section), though the alternative he offers is a rather vague exhortation to redirect ourselves towards 'language.' Widdowson, perhaps the leading exponent of Communicative Language Teaching, is much clearer about what direction an approach should take: we are all—post, learner, native speaker—primarily users of language rather than learners of it, and we have learned to make do with whatever bits and pieces of the language are available to us for making meaning. Our behavior is more rule-guided than rule-governed, he feels, yet his essential creativity is usually penalized in learners, whom we guide to a "cosmetic correctness". The next paper by John Schumann is perhaps the most significant in the volume. It begins by citing contradictory claims made in second language acquisition research, then quickly becomes an important discussion of the relationship between metaphor and discovery in general, for Schumann feels that "viewing certain theoretical constructs as metaphors will help our understanding" of such divergent claims. He goes on to describe some differences between scientific and artistic metaphors and claims that there would be many advantages to viewing social science research as art instead of as science. This is a stimulating discussion, not only for the questions it raises about the objectivity of certain research, but also for the possibilities it suggests for definition in ESL. Could the vexing problems of defining "approach," "method," and "technique" be alleviated by resorting to other, more artistic sorts of metaphors, for example?

Reviews

Reviews and requests for review guidelines should be sent to: Dr. Howard Sage, American Language Institute, New York University, 1 Washington Square North, New York, NY 10003, USA.

Section Three concerns conditions for language learning. Schachter, and Long, both discuss appropriate input requirements for language learning, and Schachter, especially, presents a good summary of the research in this area. Fillmore describes the Berkeley Individual Differences Project, which among other things attempts to characterize good language learners, and claims that although relevant characteristics of good learners appear to be varied and general statements about them hard to make, language itself is always best learned when it is presented as "both an object of instruction and a medium of communication"; that without this connection, "language is simply not learnable."

The last section is the most varied, containing articles on ESP, discourse analysis, lexical-functional grammar, and others, and all are worth reading. Two of them, in fact, are necessary, for they attempt a tighter definition of what more and more are talking about in the literature these days, Communicative Language Teaching. Since CLT is being developed on both sides of the Atlantic, it is not surprising that these two papers are by Canadian colleagues, who are perhaps more in a position to evaluate the contribution from both Europe and North America. Vogel admits that there is a "wide divergence" of communicative programs, but attempts a synthesis of what makes a learning program 'communicative' by exploring some of the ways in which language learning is an interactive process, enhanced by authentic input. Yalden goes further and sorts through the confusing directions CLT has taken recently, and presents some questions that have yet to be resolved. Which is of more interest, communicative methodology or communicative syllabus design? Which ought to be developed first? What are existing versions of each? As a summary of past practice and a suggestion for further research, this article is invaluable.

Aside from some hasty typos and the polite inclusion of a couple of windy articles, *On TESOL '82* is a well-done, up-to-the-minute, useful book that would be an excellent back-up text for a course in applied linguistics, or one in sociolinguistics for that matter. For TESOL members themselves, the book offers a fine view of the State of the Art.

Jim Nattinger is professor of English and linguistics in the English Department at Portland State University, Portland, Oregon.

FITTING IN

by Margaret Pogemiller Coffey. 1983. Prentice-Hall, Inc.: Englewood Cliffs, New Jersey 07632 (vii + 199, pp., $9.95).

Reviewed by Ada P. Snyder
Colorado State University

Everyone interested in an ESL textbook for speaking skills with a functional approach to language plus culture learning at a high beginning to intermediate level should look at this book. It has a refreshingly different and active format that is predictably workable in the classroom and valuable to the international student.

The book contains ten chapters, each with a language learning objective of two to five related functions: gratitude, compliments, and congratulations, for example (Chapter 5). Each chapter includes four activities which (1) present the functions one at a time, (2) practice them, and (3) use them with variations in the form and order of the exercises, proceeding from complete control to little or no control. These steps are followed for each function and its response and then supplemented by numerous activities including many roleplays. At the end of each chapter is a "Putting It Together" exercise (4) which culminates the entire unit, and a short discussion exercise called "Sticky Situations" in which a couple of situations for use of the functions goes all wrong.

The emphasis of this book, aside from language learning, is on student centered activity in which the student quickly produces appropriate spoken language and body language in an amazingly wide range of situations. The directions for activities are succinct and unambiguous; the variety and reality of the situations are excellent; the amount of material leaves flexibility for teacher choice to suit time restrictions and/or appropriateness to the class. Formality versus informality is clearly indicated and then proper dialog is chosen by the students according to who the communicants are—boss/employee, close friends, older woman/young man, etc. One exercise has the students moving about the room using their newly learned skills on each other. Another gives the response, and the students build the dialog that leads to that response.

The exercises involve a variable number of students, but always at least two talking to each other (not to the teacher); complexity increases steadily but gradually; the exercises and charts to fill in have ample examples; some are suitable for testing (mix and match, multiple choice, or selected roleplays). And every unit sends the students out of the classroom to do specific tasks and return with a filled in chart: ideal homework.

Furthermore, there are pictures; they are numerous, humorous, uncluttered, clear in meaning, culturally accurate—adjuncts rather than distractions. The book is adult, excludes memorization of a cast of characters, is never silly and certainly never dull.

Some teachers and students may feel that the book lacks attention to its rich array of vocabulary; but as a matter of fact, it puts a reasonable responsibility on the student with support of the teacher. Students addicted to rule learning may feel uncomfortable for awhile—the format lends itself to almost subliminal learning—but they will soon find that they are able to function successfully and with confidence in an English

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THE THIRD LANGUAGE

by Alan Duff. 1981. Pergamon Press, Headington Hill Hall, Oxford OX3 OBW, England. Also Maxwell House, Fairview Park, Elmsford, NY 10523 USA. (150 pages; paperback, $11.95)

Reviewed by Phyllis Ryan and Brigitte Chavez
Universidad Nacional Autonoma de Mexico

The main difficulty facing the translator is that of obtaining in the second language an impact similar to that of the original language (Nida, 1974, 22). The product of a translation which does not satisfy this need for equivalence is a "third language." Alan Duff's book, *The Third Language*, is an ambitious endeavor to demonstrate the importance of the equivalence of impact by analyzing the negative aspects of this third language.

The author examines the end product to see if it is acceptable or unacceptable, a faulty or questionable text. He searches for the problems which a translation reveals, without claiming to make his book a manual for correct translation. His aim, as stated, is to focus on recurring translation problems/difficulties, and to indicate means of overcoming them. All of the sources he selects are those with "high editorial" standards, although he fails to define this term clearly.

Chapter One serves to introduce and organize the content of the book and to prepare the reader for the six chapters which follow. It reviews some of the problem areas which exist when the reader cannot go to the "fountain" but has to depend on the "water jar." The third language which can result when the translation is faulty is the cause of Duff's concern. He therefore addresses himself to six general areas: From Thoughts to Words, From Words to Words, Structures and Idioms, Style, From One World to Another, and Cultural Differences. Translation excerpts are introduced in this chapter. Their presence in an introduction, however, is questionable.

In the part entitled "The Word Alone: Lexical Problems," the author examines the problems of appropriateness, meaning, padding, and gutting, as well as the importance of word order. The appropriateness of any lexical item within any text will depend on the consistency existing between the register of the text as a whole and each particular lexical item. What Duff refers to as "register" includes "tone" as well as some words which can be "too emotive and powerful," "informal speech," or "neutral or semineutral." The influence of the source language (SL) is again believed to be of some importance since a literal translation may not necessarily convey its "tone" or "register."

The chapter on meaning focuses on the necessity of thinking in the target language (TL). It stresses the difficulties inherent in the use of bilingual dictionaries. Although they propose several translations for a single word, they often do not indicate the context.

It is also important to be aware that the translation should represent the best possible combination of the "dictionary definition, the author's intended meaning, and the translator's own interpretation of the word or phrase" (17). This brings us to the problem of clarity of style and/or meaning in the SL text and of the origins of this lack of clarity. If the lack of clarity is due to the personal style of the author, should the translator respect the author's style or should he attempt to clarify the author's ideas? According to Duff, "consultation with the author is. . . the best solution" (20), but that may not always be possible. If the lack of clarity is caused by a word whose connotation has no absolute equivalent in the TL, this brings up the problems of over- and under-translation. These problems have to be solved according to the rules of the TL.

Clearly, some items could be considered untranslatable; for example, "paprika" and "sauna." Duff proposes a few interesting solutions to this problem on pages 26-30.

Chapter Three is divided into five sections: Punctuation, Choice of Structures, Word Order and Emphasis, Tenses, and Structure and Meaning. Duff begins with a cartoon about the perfect interpreter from Asterix the Legionary (the interpreter who can switch from Gothic to Greek or from Latin to Egyptian at will). Then in his sub-headings, Duff examines problems in translating from the SL to the TL. It is true that the excerpts he considers illustrate problems of structures; however, at times they seem to reflect the translator's own writing skills as well. "Punctuation," which takes up one quarter of this chapter, would seem more appropriate in a guide for good writing, such as Sir Ernest Gowers' *The Complete Plain Words*, which Duff refers to when discussing verbosity in prepositions. It is difficult to agree with Duff when he states in the introduction that this book is "not intended as a guide to good writing or a manual for correct translation" (xi). The opposite would seem to be true.

Under the sub-heading, "Word Order and Emphasis," the author discusses the "foreign ring" of a passage and then proceeds to illustrate the odd choice of words made in a translation of Maurice Nadeau's *The History of Surrealism*. Why Duff interrupts his text with this aside and then continues to discuss the value of word order is not clear. His aside might best have been included in the sub-section of the previous chapter, "Word Order: Reference and Agreement."

The problem of metaphor and that of professional language and jargon are the two areas that form Chapter Four, "Idiom and Meaning." Metaphor can be considered as coloring and is defined as an idiomatic use peculiar to language. Translation of metaphors is difficult because of their uniqueness; it can be made all the more difficult if the SL text includes mixed metaphors. However, one has to be conscious of the difference between metaphor and idiom: the former clinging to the power of imagery, the latter comprising a set expression.

Euphony (defined by Duff as rhyme, rhythm and assonance) is considered an inherent part of many metaphors, folk sayings, advertising catchphrases, or political slogans. The only solution for the translator is, according to Duff, intuition and a "good feeling" for both the SL and the TL.

According to Duff, professional language is a specialized language understood by the members of a profession but not by the general public. It is to be differentiated from "jargon," which is "to professional language what sentimentality is to sentiment: a decadent form" (98). It is thus too obscure for everyone and imprecise, a parasite on professional language. The translator's problem in this particular case is to know the more specialized forms of each language and to think of the reaction of the native reader.

Different languages divide up reality differently. The translator thus has to consider the impact on the reader of the texts (SL and TL). It is easy to fall into the trap of writing in a third language, which would be an intermediate style between the SL and the TL. To avoid taking this risk, the author advocates the use of a dictionary of synonyms. Nevertheless, one can always wonder about who the translator should be.

Chapter Six rather abruptly concludes the text. Duff draws the reader's attention to what may have been uppermost in his mind all along — public opinion. His quotations illustrate the public's attitude, because flaws in translation attract more attention than positive points do. Anticipating a rather negative reaction to his book, he implies that his examples are not intended as bad translation solely, but as examples which can be improved. Assuming that the public believes translation to be inherently defective, Duff appeals to the reader ("Please do not shoot the pianist/He's doing his best.") while offering slight comfort to the translator.

A book based on a string of translation excerpts is a unique book. In a field where theoretical books abound, it is refreshing to find a book which focuses on practical aspects of translation. Nevertheless, the need remains for a textbook with more precise translation techniques.

ABOUT THE REVIEWERS

Phyllis Ryan and Brigitte Chavez are members of the Departamento de Linguistica Aplicada, Centro de Ensenanza de Lenguas Extran jeras, Universidad Nacional Autonoma de Mexico.

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Nida, Eugene and Charles Taber. 1974. *The theory and practice of translation.* vol. III. Leiden: E. J. Brill.

FITTING IN

Continued from page 15

speaking environment.

Ms. Coffey has put together a huge amount of material, skillfully graded it, and answered a real need for a sociocultural language learning text in which the teacher is actually in the background, the student in the forefront. Nonverbal body language is dealt with extensively, directly and in a very sensitive manner. The elements Ms. Coffey has combined may well be, for the international students, a key to North American language and culture, learned by practicing and doing.

Ada P. Snyder is the language lab supervisor for the Intensive English Program at Colorado State University in Fort Collins, Colorado.

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Harriet Merriman
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LaVan L. Yepez
Richard Yorkey
Royalties from *Viewpoints on English as a Second Language*, (Regents) Marina Burt, Heidi Dulay and Mary Finocchiaro, editors

MARCKWARDT AWARD RECIPIENTS

Seven graduate students in TESOL received financial help to attend this year's convention in Toronto through the **Albert H. Marckwardt Memorial Fund** which is supported by donations from TESOL members. Their names are:

Jim Batten, Oklahoma State University
Marian Eberly, Michigan State University
Amelia Kreitzer, University of Illinois
Mirial Larsen, Brigham Young University
Leland McCleary, University of California-Los Angeles
Joanne Nakonechny, University of British Columbia
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or to: Heinle & Heinle Publishers Ltd 286 Congress Street, Boston, MASS, USA.

NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

UPCOMING CONFERENCES

FALL 1983

SECOND LANGUAGE RESEARCH FORUM AT UCLA ON NOVEMBER 11-13

The fifth Los Angeles Second Language Research Forum (SLRF) will be held November 11-13, 1983 at the University of Southern California. The plenary speakers will be Christopher Candlin, Stephen Krashen, Tracy Terrell, and Merrill Swain. There will be papers in the areas of second language teaching, language acquisition research, discourse analysis, interlanguage, and phonology. A special panel on computer-assisted instruction (CAI) will discuss the application of CAI to second language learning and the relationship of work on artificial intelligence to computer-assisted language learning. For registration information contact: Roann Altman, SLRF '83 Conference Chair, American Language Institute, JEF 251, University of Southern California, University Park MC-1294, Los Angeles, CA 90089-1294. Telephone: (213) 743-2678.

ESL IN THE REAL WORLD THEME OF MITESOL CONFERENCE

ESL in the Real World: 1984 is the theme of the MiTESOL Fall Conference being held at Eastern Michigan University, Ypsilanti, Michigan on Saturday, November 12. The keynote speaker is John Haskell, president of TESOL. The first vice-president, Charley Blatchford, will also participate. One of the main issues to be discussed is the status of ESL certification in Michigan. Further information is available from: Cathy Day, Department of Foreign Languages, 219 New Alexander, Eastern Michigan University, Ypsilanti, Michigan 48197.

EIGHTH ANNUAL NATIONAL COMPETENCY-BASED ADULT EDUCATION CONFERENCE

The eighth annual national Competency Based Adult Education Conference will be held in New York City on November 28-30. The conference will address some of the critical issues facing the field, and presentations will also be made on some of the recent developments in educational technology, adult basic education, ESL, business and industry and alternative secondary programs. A special feature of this year's program will be a one-day introduction to CBAE for adult educators who may be new to the field or who may be attending their first CBAE conference. The CBAE conference is scheduled just before the meeting of the American Association for Adult and Continuing Education (AAACE) in Philadelphia. To accommodate the many people who will be attending AAACE, arrangements have been made to have buses from New York to Philadelphia on Wednesday, November 30th at no extra cost to CBAE conference participants. Because advance notice is required, buses can only be made available to people who pre-register by November 1st. The registration fee for November 28-30 is $50. For further information, write: Leslee Oppenheim, P.S. 20, Room 126, 166 Essex Street, New York, NY 10002. Telephone: (212) 777-5511.

SPRING 1984

CALL FOR PARTICIPATION IN THE NYC APPLIED LINGUISTICS CONFERENCE

The sixth annual New York City Applied Linguistics Conference will take place on January 21, 1984 at the Borough of Manhattan Community College, sponsored by NYS TESOL and the Borough of Manhattan Community College, CUNY. Papers involving language learning and teaching, psycholinguistics, sociolinguistics, bilingualism, bilingual education and any other area of applied linguistics will be welcome. Reports of finished projects as well as works in progress may be submitted. Send three copies of a 100-word abstract and a brief bio-data statement to Mary Yepez, c/o Fred Malkemes, American Language Institute, New York University, 1 Washington Square North, New York, N.Y. 10003. Decisions about abstracts selected will be made by December 1. Questions? Leave a message for Mary Yepez at (212) 255-3954.

CULTURE, CONTACT AND COMMUNICATION IS THEME OF T.E.A.L. '84, MARCH 15-17

The theme of the 17th annual convention of the Association of British Columbia T.E.A.L. (Teachers of English as an Additional Language) is **Culture, Contact and Communication**. Convention co-chairs of the T.E.A.L. '84 meeting are Ann Hinkle and Penny Perry who have announced that call for papers information may be obtained from June Dragman, c/o V.C.C., King Edward Campus, 1155 East Broadway, Vancouver, British Columbia V5T 4N3, Canada. Registration information is available from: Registrar, TEAL '84, 6529 Dawson Street, Vancouver, B.C. V5S 2W2.

RELC REGIONAL SEMINAR IN SINGAPORE, APRIL 23-27, 1984

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 19th regional seminar, April 23-27, 1984, in Singapore. The theme of the seminar is **Communicative Language Teaching.**

The objectives of the seminar are 1) to consider the applicability of the communicative approach to language teaching in the various countries of Southeast Asia; 2) to review the theoretical concepts that are relevant to communicative language teaching; 3) to discuss how these concepts relate to syllabus design, materials development, teaching methodology and evaluation; 4) to explore specific applications of the communicative approach in the classroom, including the appropriate use of educational technology; and 5) to examine the factors involved in planning and implementing communicative language programmes in Southeast Asia and elsewhere.

Further information and invitations to participate in the seminar can be obtained from: Chairman, RELC Seminar Planning Committee, SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

SYMPOSIUM ON CURRENT APPROACHES TO SECOND LANGUAGE ACQUISITION MARCH 29-31

The thirteenth annual Linguistics Symposium at the University of Wisconsin-Milwaukee will be held March 29-31, 1984, on the topic **Current Approaches to Second Language Acquisition.** Invited papers only. Scholars representing a broad spectrum of approaches to second language acquisition will outline their theories and/or methods. Prominent specialists in developmental psycholinguistics, sociolinguistics, and neurolinguistics will provide background perspectives. To conclude the conference, two senior scholars with outstanding second-language credentials will provide critical comparisons and discussions of the presentations.

Scheduled speakers include Earl Stevick, Bernard Spolsky, Harry Whitaker, Joshua Fishman, John Schumann, Evelyn Hatch, Stephen Krashen, Christian Adjemian, Elaine Tarone, Robert Lado, Fred Eckman, Caleb Gattegno, Jennybelle Rardin, James Asher, and others. For details, write: Barbara Wheatley, Linguistics Department, UWM, Milwaukee, WI. 53201.

IATEFL TO MEET APRIL 25-27, 1984 IN THE NETHERLANDS

The International Association of Teachers of English as a Foreign Language announces its 18th international conference in Gröningen, the Netherlands on April 25-27, 1984. The theme of the three-day conference is **Ways in Which Teachers Teach and Learners Learn**. For information, write to: Mrs. B. Thomas, IATEFL Executive Officer, 87 Bennell's Avenue, Tankerton, Whitstable, Kent, England CT5 2HR. The deadline for registration and reservation of accommodation is January 21, 1984.

ILLINOIS TESOL/BE

Illinois TESOL/BE is happy to announce its twelfth annual state convention to be held at the Americana-Congress Hotel, Chicago, Illinois on Friday, April 6 and Saturday, April 7, 1984. Illinois TESOL/BE extends an invitation to the convention to all persons interested in ESL, bilingual education, adult education, applied linguistics, culture, testing, and related topics.

The call for papers for the convention is available and abstracts are be due December 15. To receive it or for further information, please contact David Barker, Maine East High School, 2601 W. Dempster, Park Ridge, Illinois 60068.

WHIM CONFERENCE ON CONTEMPORARY HUMOR, MARCH 28-APRIL 1, 1984

The 1984 WHIM (Western Humor and Irony Membership) Conference will be held from March 28 to April 1 at the Phoenix Townhouse Hotel. The theme for the 1984 conference is **Contemporary Humor.** Paper proposals will be accepted until January 1, 1984. For further information, write to: Don L.F. Nilsen, WHIM Conferences, English Department, Arizona State University, Tempe, Arizona 85287.

Continued on page 22

AFFILIATE NEWS

UPCOMING AFFILIATE MEETINGS

	1983
November 4-5	Northern New England TESOL, Portland, Maine
November 4-5	TEXTESOL State Conference, El Paso, Texas
November 4-5	TESOL Italy Convention, Rome
November 5	Illinois TESOL/BE Workshop DeKalb, Illinois
November 5	BATESOL, Towson, Maryland
November 5-6	HCTE Convention, Honolulu
November 6	LOS BESOL, Lancaster, Pennsylvania
November 6-7	INTESOL, Bloomington, Indiana
November 11-12	Puerto Rico TESOL Convention San Juan, P.R.
November 11-12	Tennessee TESOL Convention, Nashville, Tennessee
November 12	OK TESOL, Oklahoma City
November 12	MITESOL Convention, Ypsilanti, Michigan
November 12	TEXTESOL II, San Antonio
November 17-18	COTESOL, Denver, Colorado
November 18-19	Ohio TESOL Convention, Akron, Ohio
November 23-25	JALT Convention, Tokyo
November 24-26	TESL Association of Ontario Convention, Toronto
December 3	SPEAQ, Montreal
	1984
January 28	Illinois TESOL/BE Workshop, Chicago
February 17-18	AMTESOL, Mobile, Alabama
March 6-11	18th Annual TESOL Convention, Houston
March 15-17	B.C. Association of TEAL Convention, Richmond, B.C.
March 17	TESOL France, Paris
March 17	Connecticut TESOL, Meriden, Connecticut
March 24	PennTESOL-East, Philadelphia
March 30-31	Intermountain TESOL Convention, Logan, Utah
April 6-7	Illinois TESOL/BE Convention, Chicago
April 6-7	MATSOL Convention, Boston
April 6-7	WITESOL Converence, Pewaukee, Wisconsin
April 13-15	CATESOL Convention, San Jose, California
April 28	Ohio TESOL Convention, Westerville, Ohio
May 4-6	Tennessee TESOL Convention, Knoxville, Tennessee

AFFILIATE NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section Newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

Continued on page 23

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JOB OPENINGS

Arizona State University, Tempe. Position open for assistant professor in applied linguistics. Requirements: Ph.D., teaching experience, and publications in TESL. Apply by November 15, 1983. Send letter of application, resume and dossier including three letters of recommendation to: Professor Nicholas A. Salerno, Chair, Department of English, Arizona State University, Tempe, Arizona 85287.

American Language Academy, Pueblo, Colorado. ALA seeking qualified faculty beginning in January '84. Master's in ESL or related field with extensive experience. ALA relocating from Colorado Springs to the University of Southern Colorado, Pueblo, as of October 17, 1983. Send resume and recommendation immediately to: Director of Curriculum, American Language Academy, University of Southern Colorado, 2200 North Bonforte Boulevard, Pueblo, Colorado 81001.

Iowa State University, Ames. Non-tenure track position for adjunct assistant professor to teach a courseload of three ESL classes per semester in grammar and advanced composition. Ph.D. and ESL teaching experience required of all applicants. Overseas teaching experience preferred. Three-year non-renewable appointment. MLA interview or interview in Ames at applicant's expense required. Salary $17,000 plus fringe benefits. Position available mid-August 1984. By December 2, 1983, send both application and resume to: Frank E. Haggard, Chair, English Department, Iowa State University, Ames, Iowa 50011.

University of California, Santa Barbara. Position for full-time ESL program coordinator and lecturer anticipated beginning July 1, 1984. Must be able to supervise ESL teachers and teach courses in applied linguistics. Requirements: Ph.D. in language acquisition; also at least three years of ESL teaching experience and one year of ESL administrative experience. Experience in foreign languages highly desirable. Send application, including resume and three letters of recommendation by November 30, 1983 to: Professor Charles N. Li, Chairman, ESL Search Committee, Linguistics Program, University of California, Santa Barbara, California 93106.

San Diego State University, California. Applications invited for Director of the American Language Institute (ALI). Qualifications: M.A. in TESL, Linguistics or related field required; Ph.D. preferred. Experience in student recruiting, budgeting, contracting, supervision of professionals and clerical staff, ESL curriculum development and teacher training. Ability to work with campus faculty and administration and foreign government representatives. Willing to travel. Salary and benefits competitive. Applications close October 31. Position begins January 1, 1984.

Send letter of application, transcripts, resume and three letters of recommendation to: Employment Division, San Diego State University, San Diego, CA 92182.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at its programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2250.

University of Florida, Gainesville. Director of the Program in Linguistics. Appointment beginning Fall 1984; associate or full professor; salary competitive. Appointee should have both stature as scholar and administrative talent. Area of specialization is less important than broad perspective and leadership ability. Applicants should send resume and names of references (with addresses and phone numbers) by January 15, 1984 to: J. W. Conner, Chair, Linguistics Search Committee, 162 Grinter, University of Florida, Gainesville, Florida 32611.

North Texas State University, Denton, Texas. Director needed for Intensive English Language Institute to begin November 10, 1983. Qualifications: Ph.D. in ESL preferred; ESL teaching experience and experience in administration of an ESL program required. Duties include supervision of 16-20 instructors, 160-200 students a semester, assistant director, program specialist, secretaries, student workers; budget; personnel and all administrative paperwork. Salary: $20,000-25,000 for 12 months depending on qualifications. Send resume and references to: Nancy Sandoval, Box 13258, Denton, Texas 76203. Telephone: (817) 565-2003.

Dammam, Saudi Arabia. Sperry Arabia Limited has immediate openings for ELT instructors at the Technical Institute for Naval Studies of the Royal Saudi Naval Forces. Requirements: B.A. and a minimum of two years' experience in TEFL/TESL. Competitive salary, R & R, home leave, housing, meals, transportation and other benefits provided. Call Bill Deringer at (813) 577-1900, ext. 2562, or mail complete resume to Bill Deringer, Sperry Arabia Limited, M/S 243, P.O. Box 4648, Clearwater, Florida 33518.

The American University in Cairo. Opening for a faculty member (rank open) to teach graduate courses and supervise M.A. thesis research in applied linguistics. Specific areas of competence required: testing and evaluation in language learning, language acquisition, research methods, and structure of English. For associate and full professors, preference given to candidates with administrative experience. Ph.D. required. Teach, in English, three courses per semester. Rank, salary based on qualifications. Two-year appointment to begin February or September 1984 (indicate availability); renewal possible. Air travel, housing, and schooling included for expatriates. Write, with resume, to Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017.

Galang, Indonesia. Immediate openings for ESL teacher supervisors to provide training to teams of six to eight Indonesian teachers in ESL theory and methodology. Qualifications: graduate degree in TEFL/TESL or equivalent; teacher training and supervisory experience; ESL classroom teaching (preferably overseas); experience in working overseas, preferably under hardship conditions. Useful qualifications: experience in Southeast Asia and/or with Indochinese refugees; ability in Indonesian, Vietnamese or Chinese desirable. Salary: $13,500 annually plus health insurance and monthly cost of living supplement. One-year contracts to start late fall and winter. Send cover letter, resume and three telephone references to: Mr. Helju Batchelder, Experiment in International Living, Kipling Road, Brattleboro, Vermont 05031. Telephone: (802) 257-4628.

Continued on next page

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Rochester Institute of Technology

National Technical Institute for the Deaf
Dr. Alinda Drury
Communication Programs
One Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623

AAE/EOE

JOBS

Continued from page 21

Fulbright Scholar Awards. The Council for International Exchange of Scholars is still accepting some applications for awards in applied linguistics/EFL. CIES will review applications as they are received. Available awards decrease as selections are made. Applicants are advised to verify with a CIES program officer that a particular award is available before completing forms (telephone numbers listed below). Qualifications: U.S. citizen; M.A. or Ph.D., significant professional experience; fluency in a foreign language in cases indicated. A majority of available awards require or give preference to post-doctoral candidates. Applicants for research must be post-doctoral.

AFRICA. Benin: National University of Benin, Porto Novo, Ph.D. preferred. **Zaire:** EFL and American literature, two awards, one in Kinshasa, the second at the University of Lubumbashi, Ph.D. preferred for both. Fluent French required. Call Linda Rhoad: (202) 833-4976.

ASIA. Philippines: two awards, College of Education, University of the Philippines or Philippine Normal College. Experienced M.A. or Ph.D. Call Jennifer Keefe: (202) 833-4981.

SOUTH ASIA. India: one award for one or two semesters, Gujarat Law Societies Institute of English, experienced M.A. **Nepal:** four-month award, affiliation to be arranged, experienced M.A. or Ph.D. **Pakistan:** affiliation with the University Grants Commission, Ph.D. required. **Sri Lanka:** two awards both for affiliation with Ministry of Education (one requiring specialization in preparation of educational television programs), M.A. or Ph.D. Call Lydia Gomes: (202) 833-4985.

EAST EUROPE. Poland: several post-doctoral applied linguists are needed with specialization in TEFL methodology, phonology, sociolinguistics or psycholinguistics. Call Georgene Lovecky: (202) 833-4987. **Romania.** Research awards available, Ph.D. required. Previous experience in Romania and language fluency advisable. **USSR.** Lectureships in any aspect of the field, Ph.D. required. Call William James: (202) 833-4989.

MIDDLE EAST/NORTH AFRICA. Algeria: two awards, one for seminars/workshops in a variety of institutions in Algiers, M.A. or Ph.D.; the second at the University of Annaba, Ph.D. required. **Lebanon:** American University, Beirut, Ph.D. preferred. **Saudi Arabia:** King Saud University, Riyadh, Ph.D. required. **Turkey:** Uludag University, Bursa, M.A. or Ph.D. **West Bank:** Bir Zeit University, M.A. or Ph.D. **Yemen:** Ph.D. required. Call Gary Garrison: (202) 833-4983.

For applications and further information, write or call program officers at CIES, 11 Dupont Circle, Washington, D.C. 20036. The Fulbright Scholar program is funded and administered by the United States Information Agency.

ANNOUNCEMENTS

Continued from page 19

SLRF-4 PROCEEDINGS NOW AVAILABLE

Proceedings of the Los Angeles Second Language Research Forum Volume II: twenty papers presented at the fourth SLRF conference held at UCLA on April 28-29, 1982; working papers format. For order form contact Cherry Campbell, Proceedings, ESL Section, English Department, UCLA, 3303 Rolfe Hall, 405 Hilgard Avenue, Los Angeles, California 90024.

TESOLERS IN THE CORPORATE CONTEXT

Several TESOLers have expressed interest in the possibility of developing a network of members interested or involved in ESL training in businesses and corporations. The purpose of the network would be for mutual support and exchange of information for professionals in this area of TESOL. If interested, write to Dr. Dabney Narvaez, 22 Prospect Terrace, Montclair, New Jersey 07042.

CONTRIBUTORS SOUGHT FOR SERIES ON LANGUAGE TEACHING

Cambridge University Press has launched a new series of books under the general title of *New Directions in Language Teaching*. The series is co-edited by Howard B. Altman and Peter Strevens.

The series hopes to serve the interests of language teachers and others who wish to be aware of major issues facing the profession today, who seek to understand the theoretical underpinnings of current debates, and who wish to relate theory to classroom practice. These books are designed to provide stimulating discussions of important new developments in language teaching theory and methodology.

Those who would like to contribute a volume to the series or to make suggestions for volumes should write to either of the series editors: Prof. Howard B. Altman, Department of Classical and Modern Languages, University of Louisville, Louisville, KY 40292 USA; Prof. Peter Strevens, The Bell Educational Trust, 1 Red Cross Lane, Cambridge CB2 2RU, England.

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AFFILIATE NEWS

Continued from page 20

NEW EDITORS

Mary Christie of Massachusetts TESOL, **Maureen Masters** of Ohio TESOL, and **Diane M. Eison** of Kentucky TESOL have just become editors of their respective affiliate newsletters. Congratulations!

JALT

The Japan Association of Language Teachers now has roughly 1,500 members, about half of whom are Japanese nationals. Membership is expected to reach 1,800 later this year, when we hold our annual International Conference. JALT '83 was held September 23-25 at Koryo International College on the campus of Nagoya Shoka Daigaku. James Asher from San Jose State was the keynote speaker, while the opening address was given by Kunihiro Masao, an authority on English education in Japan.

JALT sponsors other activities as well as the annual JALT conference. The third JALT Summer Institute was held in Tokyo from July 31 to August 2. John Fanselow from Teachers College, Columbia University, Jack Millet from the School for International Training, Brattleboro, Vermont, and Mark Seng from the University of Texas at Austin gave workshops and presentations. The Tohoku Mini Conference, held at Tohoku Gakuin in Sendai on June 4 and 5, had an attendance double that expected.

For later this year we have planned the Second Seminar for Language Program Directors for administrative personnel of commercial language schools, and the Second Seminar for Company Language Program Directors, aimed at the counterparts in in-company language training programs. Last year's Small Grant for Research in Language Learning and Teaching gave projects.

Finally, the *JALT Newsletter*, published monthly, has grown to about 40 pages per issue.

NEW YORK STATE TESOL

The results of a ballot mailed to NYS ESOL BEA members during the past summer asking them their preference on a proposed name change for the organization are in. Members voted to change the name to New York State TESOL.

ADVICE FROM "TARHEEL" TESOL

The June 1983 issue of *Tarheel TESOL News* (North Carolina Association for TESOL), contained the following advice for their members:

TEN REASONS TO PRESENT AT THE FALL CONFERENCE

1. It's your opportunity for a few moments of glory.
2. You'll have fun.
3. Johanna Kowitz [NCA/TESOL treasurer] says everybody should try it.
4. It's good practice for the TESOL convention.
5. You won't have to agonize over the choice of presentations.
6. Your name (75% chance of correct spelling) will appear in print.
7. It will look good on your resume.
8. Somebody out there needs **your** help.
9. You won't have any excuse for not attending the conference.
10. NCA/TESOL **needs you!**

TESOL '83 CONFERENCE: GEOGRAPHICAL BREAKDOWN OF REGISTRATION FIGURES

Forty-five countries were represented at TESOL '83 in Toronto with the U.S. and Canada leading participant ranks with 58% (2120) and 36% (1308) respectively. Registrants from the remaining 43 countries comprised 6% (234) of the total convention population. The list does not include exhibitors, local volunteers and staff members whose registration brings the total figure to approximately 4,100.

Country	Prelim	Onsite	Total
Argentina	0	2	2
Australia	3	2	5
Brazil	8	1	9
Canada	717	591	1308
China	5	3	8
Colombia	3	0	3
Costa Rica	0	1	1
Denmark	1	0	1
Egypt	3	5	8
France	1	0	1
Germany	6	3	9
Greece	1	0	1
Hong Kong	7	3	10
India	0	1	1
Indonesia	1	2	3
Iraq	0	1	1
Israel	6	4	10
Italy	1	2	3
Japan	25	7	32
Jordan	0	1	1
Kuwait	0	1	1
Lebanon	0	2	2
Mexico	2	5	7
Morocco	2	2	4
Netherlands	0	1	1
Nigeria	0	2	2
Norway	1	0	1
Oman	1	0	1
Peru	0	1	1
Philippines	3	13	16
Portugal	0	2	2
Qatar	0	1	1
Senegal	0	1	1
Saudi Arabia	5	11	16
Singapore	3	1	4
South Korea	1	1	2
Spain	0	2	2
Sweden	0	1	1
Thailand	2	3	5
United Kingdom	25	21	46
United States	1339	781	2120
Vanuatu	1	0	1
Venezuela	1	3	4
Yemen	1	0	1
Zambia	0	3	3
Total	2175	1487	3662

UNITED STATES

State	Preregistered	Onsite	Total
Alabama	6	0	6
Alaska	7	3	10
Arizona	13	7	20
Arkansas	0	3	3
California	122	64	186
Colorado	36	10	46
Connecticut	13	1	14
Delaware	5	2	7
District of Colombia	11	14	25
Florida	20	23	43
Georgia	11	10	21
Guam	1	1	2
Hawaii	21	8	29
Illinois	126	66	192
Indiana	41	13	54
Iowa	11	10	21
Kansas	7	3	10
Kentucky	14	3	17
Louisiana	8	3	11
Maine	1	2	3
Maryland	23	6	29
Massachusetts	66	35	101
Michigan	121	60	181
Minnesota	20	9	29
Mississippi	1	4	5
Missouri	10	2	12
Montana	1	4	5
Nebraska	6	1	7
Nevada	1	1	2
New Hampshire	14	2	16
New Jersey	37	27	64
New Mexico	2	5	7
New York	177	189	366
North Carolina	10	3	13
Northern Mariana Islands	0	1	1
Ohio	82	32	114
Oklahoma	8	2	10
Oregon	12	6	18
Pennsylvania	49	29	78
Puerto Rico	9	2	11
Rhode Island	13	7	20
South Carolina	10	1	11
Tennessee	9	9	18
Texas	52	29	81
Utah	16	9	25
Vermont	14	18	32
Virgina	24	17	41
Washington	22	13	35
West Virginia	24	0	24
Wisconsin	31	12	43
Wyoming	1	0	1
	1339	781	2120

TESOL SCOTLAND

The recently formed TESOL Scotland held its first election of committee members in June. The officers elected were **Liz Hamp-Lyons** as honorary secretary and **Anna Mackay** as honorary treasurer. The elected officers join the appointed president, **Alan Davies,** and the chairpersons of the two constituent organizations (SATEFL: Scottish Association of Teachers of English as a Foreign Language and SATESL: Scottish Association of Teachers of English as a Second Language) who serve ex-officio on the committee. Committee members ex-officio are **Rosalind Grant-Robertson** (SATEFL) and **John Landon** (SATESL).

The first business of the TESOL Scotland committee was to organize the first annual conference held on October 15th at the Institute for Applied Language Studies in Edinburgh.

Anyone who is interested in receiving further details of TESOL Scotland is invited to write to: Liz Hamp-Lyons, University of Edinburgh, Institute for Applied Language Studies, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

EDITORIAL

Since my first letter to *TESOL Newsletter* about the international role of TESOL, and particularly since the rap session at the TESOL Convention in Toronto (reported in this column, June issue), I have received letters from individuals and representatives of affiliates and of other ESL/EFL organizations around the world. What emerges from the varying content of these letters is a number of themes that TESOL will need to deal with. But one thing is clear: the period between now and the 1984 Convention in Houston is a critical period for TESOL. Acknowledgment of TESOL's international influence and responsibility has been made; the need for TESOL to take an active rather than a passive role in its relations with affiliates and potential affiliates beyond the U.S. is accepted widely, as John Haskell's report in the June *Newsletter* shows. Yet at the same time doubts and fears are being expressed that changes in the constitution and structure of TESOL should not be made too quickly and should not be so dramatic that the values of TESOL are lost.

All of this is healthy and normal: change is a painful process. Yet all seem agreed that some change is necessary, and that it cannot be long delayed. A number of correspondents have expressed the view that concrete proposals for change should be discussed by the executive board in Houston in March 1984, for voting thereafter either by post or at the legislative assembly in 1985. This may sound like a slow process, but given the need for international communication among large numbers of people, even this seemingly modest objective will be difficult to achieve.

The article which follows, by Kenji Kitao and Tom Robb of JALT (Japan Association of Language Teachers, an affiliate of TESOL), discusses many of the issues which other correspondents have also raised. Other issues raised include:

- provision of regional speakers' lists
- ensuring that TESOL publications arrive promptly to non-U.S. members (the June *TN*, which I received in late July, contained one job ad with a June 10 deadline!)
- the establishment of an affiliate newsletter (all affiliates not only non-U.S.) on the same funding basis as Interest Section newsletters.
- a change in the affiliate fee structure to make payment on a per capita basis (e.g. $1.00 for every 10 members)

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

HOW INTERNATIONAL IS TESOL? A VIEW FROM JAPAN

by Thomas Robb & Kenji Kitao
Japan Association of Language Teachers

In the June issue of the *TESOL Newsletter*, President John Haskell says, ". . . TESOL is truly an international organization. We have always tried to be international in our thinking, in our program planning and in our publications." Yet in the next paragraph, by pointing out that TESOL has had [only] two second vice-presidents from Canada and that there are currently [only] two non-Americans on the executive board, he clearly shows how fundamentally American the organization still is.

It is a tribute to TESOL that the outstanding work it has done has attracted so many international members and affiliates. Yet as the membership becomes more international, continuous efforts must be made to ensure that their expectations are met. To help TESOL meet this challenge we would like to give our views on the current situation in TESOL and to point out some of the inequities which have emerged because of its increasingly international membership. The discussion will focus on five major aspects: 1) the direct members of TESOL, 2) the affiliates, 3) the interest sections, 4) the annual conference, and 5) the leadership.

Direct Members

The number of members residing outside of the U.S. has grown rapidly in the past few years, yet it seems to us that the members residing in the U.S. receive significant advantages compared with those abroad. For those living outside of the U.S., membership basically means the receipt of the *TESOL Newsletter* and *Quarterly*. For this privilege, they must pay an additional surcharge of $5 for surface delivery or $15 for air mail. Not only do the domestic members pay less, they also get the newsletter sooner. (*In fact this is not the case: airmail overseas members receive publications many weeks before domestic members—LH-L.*)

U.S. members also reap many other advantages: TESOL's political activities for foreign language legislation, its efforts to promote certification of ESL & bilingual educators, its employment concerns committee, TESOL-sponsored insurance, etc., all benefit the U.S. members. Furthermore, we feel that articles in the *TQ* and *TN* lay considerably more emphasis on ESL and bilingual education than EFL (although this may just reflect the nature of the manuscripts received). All these services are provided from dues and conference receipts (plus advertising and exhibit revenue) which have been paid equally regardless of place of residence.

Affiliates

The list of international affiliates has grown and TESOL has certainly given them their $37.50's worth (annual affiliate dues). TESOL has been quite generous to its affiliates, yet, here too, it seems to those of us outside the U.S. that the domestic affiliates benefit greatly from their proximity to Washington. The availability of instant communication between the TESOL office and the affiliates, or between affiliates, allows them many more opportunities for information exchange. Overseas affiliates are also handicapped by the fact that there are fewer chances that a potential speaker will "just be passing through" at an opportune time.

An entirely different area of concern is the character of the overseas affiliates themselves, particularly in countries where English is not the native tongue. Many, if not most, of such affiliates have been formed not by the local people, but by Americans residing abroad. Many of these same countries did already have existing organizations for teachers of English. Why have they not become affiliates? Several reasons suggest themselves: 1) a lack of awareness that TESOL exists; 2) the fact that the benefits that would derive from such a relationship were not clear; 3) difficulty in meeting the requirements for affiliation, namely that all executive committee members be members of TESOL and that the organization be represented at Affiliate Councils at least once every two years; and 4) a reluctance to enter into a relationship which they perceive as unequal. While affiliates may be constitutionally "affiliates of one another," they are all under the umbrella of TESOL which is the national organization for the U.S.

The above should not be interpreted as demeaning the worth of the existing affiliates. Organizations such as our own, JALT, provide valuable services unavailable in the "mainstream" organizations. The fact that its meetings are generally held in English offers contact with the living language to non-native speakers; for many temporary residents, the language barrier means that JALT is the only source of professional exchange; and for those outside of the secondary and tertiary schools—teaching in industry, in language schools or privately—it is the only organization which welcomes them.

Nevertheless, if TESOL is to become a truly international organization, an effort must be made to encourage these pre-existing organizations to establish some sort of liaison with TESOL.

Interest Sections

With few exceptions, the interest sections which now exist are concerned with matters related to ESL as it is taught in the U.S. Even the one I.S. which is purportedly for those overseas is called the "Teaching English Abroad I.S." which implies that it is for Americans who are abroad rather than for teachers who happen to be teaching in their own country. Many international TESOL members do not find an interest section to serve their interests. It goes without saying that as with the interest sections, geographical considerations make it difficult for overseas members to take an active part.

Annual Conference

The annual TESOL conference is always held in the U.S. or within a stone's throw of its borders. This is only natural since to hold a conference farther away would make it difficult for the majority of the current membership to attend. Furthermore, reduced participation would also mean reduced revenues, which are vital to the financial health of the organization.

Continued on next page

INTERNATIONAL EXCHANGE

Continued from page 25

Nevertheless, it is always the international members who must outlay considerably more if they wish to attend and who find the cost particularly difficult to bear.

Naturally, the conference itself does have its international aspects, at least potentially. As with the publications, the content of the programming is most likely a direct reflection of the types of proposals received and other requests made of the conference planning committee. The conference can be as international as the members who participate; the site of the conference itself is the primary limiting factor.

Leadership

President Haskell's comments indicate that TESOL is certainly willing to have more international participation on the TESOL executive board. Yet having more such members would mean a mounting transportation bill since the fare of officers is paid to most events during the year at which their presence is mandatory. (***Note:*** TESOL reimburses officers' mid-year meeting expenses. Convention expenses are reimbursed only if officers are not supported financially by their institutions.—***LH-L.***)

While TESOL may be willing to expend whatever necessary in the above case for the sake of being more "international," what about all of the minor positions for which transportation is not paid? One does not normally become elected to the executive board without first having served the organization well in lesser capacities. Yet for these positions, the great distances involved would preclude all but the most zealous (or wealthy) from becoming as active as they might wish to be. Thus, as long as the major and minor activities of TESOL remain centered in the U.S., the prognosis for getting a large international representation on the executive board is not good.

Where to Go from Here

Various suggestions have already been made for improving TESOL's services to its international membership, many of which can probably be carried out within the existing organizational structure. Suggestions which have already been made: to build a video tape library for use in affiliate programming; to subsidize the postage for publications sent overseas; to allow overseas members to deposit their dues in their native currency in a local bank account; and for part of the funds thus accrued to be applied to local services; for TESOL to promote overseas conferences and institutes; to set up a special committee to tend to the needs of the international members to name a few.

Some problems, however, cannot be solved so easily. In particular, we feel that as long as TESOL continues to remain a national organization—and it is as long as it is providing services targeted to its American members—it will not be able to enroll the academic societies of other nations as affiliates since they will hesitate to enter into an unequal alliance.

We are not suggesting that TESOL curtail its services to U.S. members—far from it. What we are suggesting is that it may be time for TESOL to perform parthenogenesis upon itself; to divorce the domestic issues from the international by setting up two distinct entities, a U.S. TESOL which would be on a par with T.E.S.L. Canada, JALT and other national organizations, and a truly *International TESOL*.

Many of the inequities cited are natural consequences of the fact that TESOL membership is centered in the U.S. Were a true TESOL International to come into existence many of the problems outlined above would take care of themselves. Naturally, as is now the case, an individual residing outside of the U.S. could still elect to become a member of TESOL U.S., but s/he would be doing so with a clear realization of the inequities that it would entail. But as long as TESOL desires to become "truly international," it should take whatever measures possible to make this a reality.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and ***Guidelines for Summer Institute Proposals,*** write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

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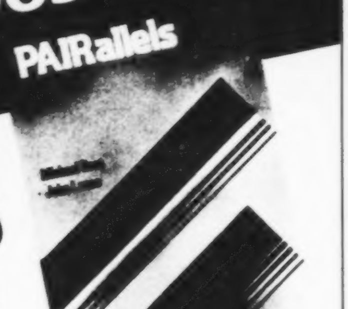

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THE STANDARD BEARER

Edited by **Carol J. Kreidler**
Georgetown University

A REPORT: COLLECTIVE BARGAINING IN A PERIOD OF RETRENCHMENT

by **Linda Tobash**
LaGuardia Community College, CUNY

Financial exigency? Job sharing? Buy outs? Early retirement? Retraining? Cash flows? These were a few of the terms frequently heard at the eleventh annual conference of The National Center for the Study of Collective Bargaining in Higher Education and the Professions. This year's theme was **Collective Bargaining in a Period of Retrenchment.** Basically the outlook presented during the two-day April conference held in New York City was that the next decade will probably prove to be quite tumultuous for higher education. It was felt that, given the country's economic situation, large government cutbacks and declining enrollments, the complexion of higher education will definitely change whether or not educators are ready for such change. In fact, getting the university community to recognize not only that there is a problem but the magnitude of the problem as well is often extremely difficult. As William Lemman, Vice Chancellor for Administration at Oregon's State System of Higher Education, stated, "Everyone rejects decline, but once reality is forced upon a party then managing the decline becomes a possibility." Much of the conference dealt with just that—managing decline.

REARRANGING THE DECK CHAIRS

The overall situation for colleges and universities was viewed as bleak with one speaker likening the institution of higher education to the *Titanic* and describing collective bargainers as desperately trying to rearrange the deck chairs. For the area of English as a second language in higher education the outlook was a little brighter, with both good and bad news. Foreign student recruitment was seen as a positive means to bolster enrollment. Also, expansion of continuing education and adult basic education programs, including ESL, was cited as a direction in which to move. However, to stave off lay-offs and dismissals among tenured faculty in declining areas, it was stated that it was imperative to retrain such faculty in areas where there was a greater demand. Arnold Cantor of the Professional Staff Congress, the union representing the City University of New York, specifically cited basic writing, data processing, and ESL as areas of greater demand in which other faculty could be retrained.

So, why does retraining become a necessity? The key phrase here is financial exigency, and this often results in a need for retrenchment. In brief, retrenchment is a reduction in the required number of faculty in any curriculum area, department, or seniority group. This reduction can be achieved in a variety of ways: resignation, retirement, early retirement, self-initiated or mandatory furloughs, retraining resulting in replacement within the college or movement out of the college, lay-offs, and dismissals. Definitions of financial exigency are much more controversial than those for retrenchment in that universities frequently have not defined financial exigency and because management and faculty often hold opposing views on when it exists. The American Association of University Professors (AAUP) in 1976 defined financial exigency as "an imminent financial crisis which threatens the academic community's survival." The key points in this statement are that it must be "imminent" and that it must threaten the survival of the entire academic community. A definition of the procedures which should be followed and the role management and faculty should play in cases of financial exigency have also been developed by the AAUP. However, some administrations see retrenchment as a viable way to "avoid" financial exigency and do not wait until there is an imminent threat. Others set policies for program discontinuance when a single program or department is threatened.

COURTS AT ODDS WITH AAUP

When a question arises as to the legality of an administration's actions, the courts have usually not adopted the AAUP's standards. Indeed these standards at times are given hostile receptions as seen in New Jersey and Washington. John Gray, associate professor of business law at Loyola College, explained that there was no national law of the land, and courts would enforce whatever the agreement between the parties stipulated. Serious problems arise when there is no existing statement or when the statement is ambiguous. At those times something will be implied. In one court case the university was only required to show a deficit in one department. The court decided that the "property rights," in this case tenure, of the faculty were inherently limited by the institution's right to eliminate staff due to low enrollment. The crucial point to be made here is that it is of utmost importance to have an agreement in place well before financial exigency occurs especially since a crisis can arise overnight. A case in point is West Virginia. In November of 1982 there was a three percent cut in the state budget which by December was increased to ten percent. In January of 1983 institutions of higher education faced a 16 million dollar reduction and were given seven to ten days to furlough a percentage of the faculty. The situation literally changed from hour to hour. In that type of atmosphere cool and objective thinking is difficult to maintain. Unless a statement is in effect to which all parties have previously agreed, matters can become quite ugly not only between faculty and administration but among faculty themselves as they try to save their jobs.

Nationwide trends in managing the current decline seem to indicate that administrations are generally committed to keeping faculty even though programs may be eliminated. In 1982 between 100 and 130 faculty members lost jobs out of a total of over 250,000 tenured faculty. In Canada there was only one lay-off and that was in Quebec. Generally speaking, administrators look for other alternatives before resorting to dismissals. Non-teaching support areas are usually the first cut along with a reduction in construction, equipment and operating costs. Abolishing mail services and tax help and reducing the use of consultants, e.g. legal services, also save money. Temporary shutdowns where staff are forced to take vacation are also short range budget savers.

The most direct impact on the teaching staff is in the areas of hiring and raise freezes, pay cuts, increased workloads, adjustment of academic calendars, buy outs leading to early retirement, work sharing, capping the number of tenure track positions, lay-offs, dismissals, and the institution of retired service corps where retired faculty and staff return to the college to work as volunteers. Younger faculty are sometimes encouraged to change careers and are given leave for retraining purposes.

IMPACT ON ESL IN HIGHER EDUCATION

What does all this mean for ESL in higher education? It is crucial for all professionals to know the financial state of and projections for their institutions. Members need to insure that their voices are heard when agreements are being negotiated and when retrenchment decisions are being made. ESL in many institutions is an area of demand and growth; therefore, ESL professionals must have a clearly articulated position regarding the use of retrained faculty to teach ESL. Throughout the conference speakers repeatedly referred to the need for stressing the quality of education which all too frequently gets ignored during periods of financial austerity. Another very important issue touched upon was the role adjuncts, or—as they are sometimes referred to at the bargaining table—"subway or freeway gypsies," play in higher education. This is a very controversial issue and must be dealt with in greater scope than is now possible. More will be forthcoming in this area which is of very special interest to many ESL professionals.

About the author: Linda Tobash coordinates the non-credit ESL programs in the English Language Center at LaGuardia Community College, Long Island City, NY 11101. She is a member of TESOL's Professional Standards Committee and chair of its Subcommittee on Bargaining Organizations.

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PROBLEM-POSING CAN HELP STUDENTS LEARN:

From Refugee Camps to Resettlement Country Classrooms

by Nina Wallerstein
University of New Mexico

Problem-posing—a curriculum for critical thinking based on students' lives—comes from the writing of Brazilian educator Paulo Freire. This adult educational approach, which I adapted to ESL teaching, is particularly suited for refugees and immigrants. These students often experience social or emotional barriers to learning English: discrimination, cultural conflicts, and lack of self-esteem. Yet curriculum based on these same emotions can involve learners in the ESL classroom and help students gain control over their lives.

In the early 1960s, Freire developed a highly successful native literacy program for disenfranchised slumdwellers and peasants in Brazil. Using socially and emotionally laden ("generative") words and pictures of students' problems, Freire provoked students into discussions on how to improve their lives. With a phonetic recombination of syllables, students learned word literacy, as they learned social literacy, the understanding of their worlds.

Although the phonetic method is not directly applicable to English learning, the basic premises apply to ESL and ABE classrooms. Education is neither neutral nor separate from students' culture and experiences in society. A curriculum based on Freire's method, therefore, reflects students' lives, and, through dialogue, motivates them to examine their world critically and to seek change in their lives. Dialogue, according to Freire, involves a mutual exploration between teachers and students as co-learners of their world.

In the fall of 1982, I brought this Freirian approach to ESL to a refugee camp in Bataan, the Philippines, one of three resettlement centers in Southeast Asia. At these centers, the refugees complete several months of English language classes before flying to their resettlement countries.

A family sitting outside their billet, a 10 x 20 foot cubicle that lies in the barracks.

Problem-posing is an ideal approach for ESL students, the majority of whom come from low socio-economic backgrounds with limited access to jobs and education in the U.S. They often face conflicts in their new society that leave them feeling vulnerable and inadequate. The curriculum therefore, should encourage students to develop self-confidence and to use their cultural and personal strengths to resolve problems in their lives.

A Cambodian woman painstakingly copies her name.

To translate this philosophy into ESL classroom practice, problem-posing involves a three step process: 1) listening (or learning our students' culture and daily concerns); 2) dialogue (or codifying student concerns into lessons for discussion and language learning); and 3) action (or bringing the dialogue to a resolution, i.e., talking about the changes students can make in their personal lives and communities).

At the refugee camp, I thus began my teacher-training sessions with a listening or investigative stage. The first days were spent talking to the American and Filipino ESL teachers (150-200 total), community organization staffs and to the refugees. I wandered for hours through clusters of barracks from the Buddhist temple overlooking the ocean, to the lower entry gate four kilometers away. I saw families—some visiting as they watched passersby, others digging in their flower gardens, or returning from class holding umbrellas to stave off the tropical heat. The smells of food cooking on hot plates or fires mixed with odors that arose from the ditch waters. The population at that time had decreased from a capacity of 17,000 to over 9,000, with 35 percent Cambodian, 60 percent Vietnamese, and 5 percent Laotian living in ten separate ethnic neighborhoods.

I was still ignorant of the problems of everyday camp life. How had the refugees found the strength to survive their ordeals? What were their concerns or the sources of conflicts at camp? What resolutions of conflict were possible within the camp's structure? And, most important, which of these issues were appropriate for the English curriculum?

The existing curriculum was a multilevel competency-based program developed with assistance from the Center for Applied Linguistics. It covered survival language for resettlement countries: i.e., clothing, housing, food, health, transportation, employment, yet little of the refugees' immediate needs. Problem-posing on camp issues could appropriately supplement the competency-areas. For example, the housing could include living conditions at camp.

After a few days, I discovered that camp life was charged with issues: overcrowded billets; insufficient water (the spigots were turned on only two hours in the morning and evening); sanitation problems; long waits at the clinic; ethnic conflicts between groups, including the Filipino merchants who ran a local food market; time strains caused by four hours of English class, two hours of mandatory work brigade, and family demands; and the effects of changing family relationships. Despite these problems, there were avenues at camp for resolving conflicts. Although they were underutilized, small neighborhood associations had been set up by the Filipino social service agency in charge of camp administration.

A young girl collects water in the early morning.

—photos by Nina Wallerstein

Continued on next page

Continued from page 28

A Vietnamese father gingerly holds his sleeping baby.

In addition to camp issues, I learned that many refugees' traumatic escapes were still fresh and often overshadowed their lives. "I'm sad," said one, "I think of my husband under the sea." Everyone lived "on hold," nervously waiting for a new life to begin. These traumas or anxieties had already surfaced in the classroom. Students told teachers about their escapes or inabilities to learn: "I was made to climb a tree and fall down ten times. That's why I can't remember."

In discussions about camp issues, teachers expressed concern that problem-posing would invite inappropriate emotional discharges beyond their ability to counsel. Our discussions clarified the difference between including camp issues in ESL discussions and dwelling on traumatic events from the past. Through discussions of current issues, refugees could for the first time live in the present—and not just wait "on hold" for their next lives. The healing process would begin, enabling refugees to leave behind their painful experiences. As they shared their lives and cultures with others, the refugees would also be less likely to fear the loss of their own culture when they began to live in a new one. Those refugees who needed extra help were fortunate to have a new Mental Health Center at camp.

ISSUE-BASED CODES AS LESSON PLANS

Translating the many camp issues into a curriculum which fit the existing competency areas proved challenging. In the workshops, teachers developed fifty lesson plans or "codes" based on the issues.

A code—or codification in Freire's terminology—is a concrete expression of the issue that can take any form: a picture, photograph, story, role-play, puppet show, tape, song, etc. Because it is concrete and one-step removed from actual experiences, students can project their own emotional and social responses into the code, making for lively discussions. A good code will 1) present a daily problem easily recognized by students, 2) contain the many sides of the problem, and 3) be open-ended, leaving the students to reflect on actions that are possible. Codes are more than visual aides. They are a key to the educational process, for they inspire critical thinking about issues in students' and teachers' lives.

One code developed by the teachers presented the changes in family relations that refugees experience at camp. Because everyone must attend four-hour English classes, husbands take care of the children during their wives' sessions. Cultural changes such as this one begin for refugees long before they reach the U.S. The code below presents the husband's and wife's feelings about the changes, using vocabulary at levels three and four; the problem is codified, but no answers provided.

Once the codes were developed, we began a five-step inductive questioning strategy, the "tools for dialogue" which aid in decoding the problem. Students start by describing what they see and how the situation applies to them. They then explore why the problem exists and what can be done about it. For this code, the questioning might follow this sequence:

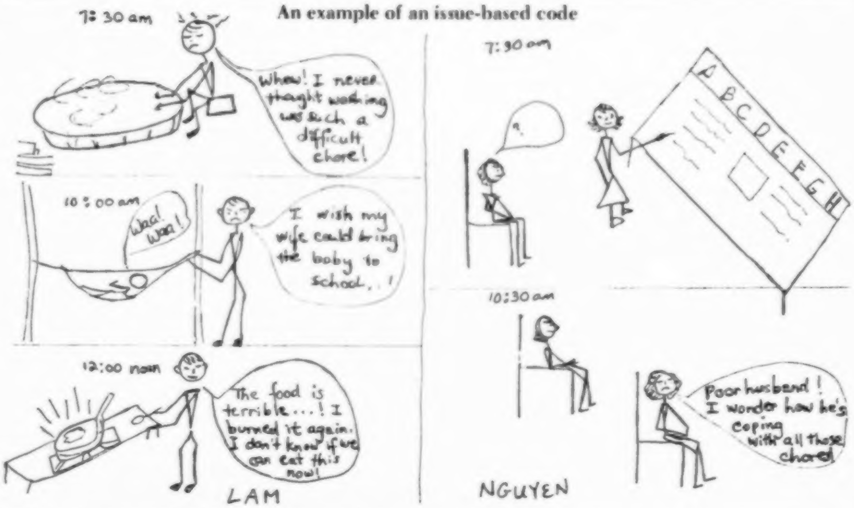
1. Have students describe the content in the code: *"What do you see? Who is the man? What's his name? What is he doing? What is he thinking/saying? Where is he? Who is the woman? What is she doing? What is she thinking? . . ."*
2. Ask students to define the problem(s); use questions about how the different characters in the story feel: *"How does the woman feel about leaving her husband in the billet? How does she feel about studying? Is she happy, sad, worried? How does the husband feel when he's washing clothes? When he's taking care of the baby? When he's cooking? . . ."*
3. Raise similar questions concerning the students' own lives: *"Are you married? Do you have children? Is your husband taking care of them now? Is this the first time he's taken care of them? Did he take care of them in Laos? Is he the same as this man? Is he different? How is he different? How are you like this woman? How are you different? . . ."*
4. Encourage students to fit their personal experiences into the larger historical, social, cultural perspective; ask "why" questions: *"In your culture do men take care of children? Is it difficult for men? Why is it difficult for men? Why is he taking care of them now? Where you come from, do women go to school? Why or why not? Why is she going to school now? Is school important for men and women? . . ."*
5. Encourage students to discuss alternatives and actions to resolve the conflict: *"Can men learn how to take care of children? In other cultures, do men take care of children? Can men learn to to cook? When is it necessary for men to take care of the family? How can you help men to learn? . . ."*

The answers to these and other questions will differ from class to class. Each class may focus on various issues: men's cooking, the role of grandparents, or the importance women's education.

To encourage full participation, teachers should spend enough time on the first two steps so everyone answers a descriptive or feeling question. These simpler questions

Continued on next page

An example of an issue-based code


7:30 am
Whew! I never thought washing was such a difficult chore!
10:00 am
Waa! Waa!
I wish my wife could bring the baby to school. . !
12:00 noon
The food is terrible . . . ! I burned it again. I don't know if we can eat this now!
LAM
7:30 am
?
A B C D E F G H
10:30 am
Poor husband! I wonder how he's coping with all those chores!
NGUYEN

A blackboard drawing (code) depicting Lam's and Nguyen's contrasting morning activities. Hastily drawn stick figures serve quite adequately as visual aides to spark conversation around familiar situations of students' everyday lives.

PROBLEM-POSING

Continued from page 29

develop vocabulary and can be answered even by beginning students. The later, projective questions are difficult, but equally important, for they allow students to discover they are not alone in their problems; others in the class may offer new ways to see the problem or their own successes in making changes. Step Five encourages positive steps for action, though solutions may take a long time (even a lifetime). This process is therefore called "problem-posing" and not "problem-solving," recognizing the complexity of solutions for individuals and communities. After each discussion of the code, teachers may evaluate whether to pursue the issue further or choose a related one. The curriculum and language learning is in constant evolution as teachers fashion lessons by listening to their students' response.

For beginning students, full discussions are impossible in English, though bilingual discussions may be feasible. Yet problem-posing can work for beginners. One group of teachers at the camp developed a beginning level code depicting the same situation of changing family relationships. They drew a picture of a wife waving goodbye to her husband who stands in front of the billet holding a baby. The dialogue accompanying the picture was simple:

Wife: "Take care of our baby."

Husband: "Please come home right away."

Wife: "I'll come after class."

Although the discussion would be limited, the lesson still evokes a daily concern, teaches family vocabulary, and provides group support for the issue.

Another code developed at the camp examined the problem of insufficient water. This written dialogue (at levels five and six) enabled students to discover their own actions through the five-step questioning process.

Nguyen: "What time is it?"

Mai: "It's almost one o'clock."

Nguyen: "Is lunch ready? I'm hungry after four hours of English class."

Mai: "I'm sorry, but I haven't cooked the rice yet."

Nguyen: "Why not? You've been here all morning."

Mai: "I know, but there hasn't been any water since 7 a.m."

Nguyen: "Why don't you ask our neighbors for some water?"

Mai: "I did. They don't have any either."

The solution (or actions) for this code are not simple, but will require refugees and teachers to work together, using English outside the classroom, through the neighborhood associations and camp administration. Problem-posing with ESL lessons like this one provides the important link between language learned in the classroom and language used in the outside world.

The children often sing out, "How are you I'm fine" as in one breath.

As these refugees (and other immigrants) reach their resettlement country, problem-posing helps students analyze and overcome difficult situations. By listening to their students, teachers can readily develop codes on unemployment, problems with social service bureaucracies, lack of translators at clinics, miscommunication between groups, etc.

After hearing about this approach in one of my workshops, a teacher confided, "You know, I've always thought of us ESL teachers as sensitive to students, helping them in any way we can. but we've overlooked the importance of bringing their concerns into the classroom. Students get inspired to learn English by helping each other find solutions."

About the author: Nina Wallerstein, who has an M.P.H. in public health, is an international ESL consultant. She is the author of *Language and Culture in Conflict: Problem-posing in the ESL Classroom*. Interested readers may write to her at the Department of Community Medicine, University of New Mexico, Albuquerque, New Mexico 87131.

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Dobbs, Caroline. 1982. Freire and Literacy. *TESOL Newsletter* 17(2):19-20.

Refugee Information Update:

ESL PROGRAM IN SOUTHEAST ASIA REFUGEE CAMPS

by Julia L. Gage
Southeast Asia Regional Service Center

The Intensive ESL and Cultural Orientation Program operates at three sites in Southeast Asia. About 85% of the eligible refugees currently arriving from Bataan, the Philippines; Galang, Indonesia; and Phanat Nikhom, Thailand have participated in the IESL/CO Program. The U.S. Department of State provides funding for the ESL program in the camps.

Service providers in the U.S. can obtain information about the English proficiency of Indochinese arrivals through:

- a certificate carried by students who complete the IESL/CO training program;
- JVA [Joint Voluntary Agency] bio-data forms received by U.S. volags [voluntary agencies]; and
- a refugee's I-94 (to be implemented soon).

A refugee who completes one level of IESL receives 216 hours of instruction . . . [There are five levels available.]

There is a regional ESL and CO curriculum, identifying minimum content skills being taught to the students. Lesson plans, scheduling and length of classes vary for each site. For example, the instructional day ranges from four and half hours to seven hours at the sites; and students receive training from 18 to 20 weeks. Different agencies and organizations administer the programs at each site. Teachers are host country nationals (e.g., Filipinos teach at Bataan), while supervisors and teacher trainers are usually native speakers of English from the U.S.

Most ESL teachers are probably unfamiliar with the CO component of the curriculum. Lessons are normally taught in English and translated by trained aides into one of the Southeast Asian refugee languages. Students with limited English ability may be able to demonstrate their understanding in their own language, but not in English. There are ten areas of CO competencies, including employment, housing and social roles. In housing, one competency states "Students can describe similarities and differences between former housing and typical American housing." Like the ESL curriculum, the competencies reflect the minimum content and skills taught to students at all sites and are **not** a guarantee that every student can perform all of the competencies.

A four-volume set of ESL and Cultural Orientation ***Resource Manuals*** has been distributed nation-wide on a limited basis. The ***Manuals*** contain ESL and CO curricula, teaching activities, and other teacher reference information developed by a program staff at the three sites.

A new 108-hour prevocational curriculum has recently been instituted in the IESL/CO program. This new curriculum is designed to equip refugees who have minimal English language proficiency and education with additional work-related skills so they can better compete in the U.S. job market. The prevocational component is not intended to provide training in any specific job or vocation. It is designed to enable refugees to better function in any entry-level job, and to handle on-the-job training once they are employed.

To receive a monthly update on the ESL program in the camps, write: Washington Liaison Office, Southeast Asia Regional Service Center, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007 or call (202) 298-9292. The Center can answer questions about the program and send out a copy of the prevocational curriculum and a list of ESL competency statements by level.

—Excerpted from the *WAESOL News*, June 1983

About the author: Julia Gage is network coordinator at the Southeast Asia Regional Service Center, C.A.L. Her address is Rt. 1, Box 196, Vashon, Washington 98070.

CALL FOR VIDEO PRODUCTIONS
Due Date: November 28, 1983

The TESOL Convention in Houston will include a video theater Wednesday, March 7th through Saturday, March 10, 1984.

In order to ensure the best possible audiences for video showings, we want to include a schedule of tapes to be shown in the Convention Program. Video presenters will be allowed five minutes to introduce their tapes and five minutes to respond to audience questions. Handouts may be distributed at the presentation.

PROCEDURES

1. Complete the form below and send three copies to Suzanne Griffin, Video Theater Coordinator. You may attach additional pre-printed material about your tape. **DO NOT send the video tape itself.**
2. In addition to the form, send a 3" x 5" file card with
   a) the presenter(s) name(s) (write last name first);
   b) video format;
   c) type of video tape; and
   d) title of tape typed in upper left-hand corner.
3. On the day of the presentation, bring your tape and handouts to the video theater in the morning. After your presentation, please take the tape and handout materials with you. **Do NOT bring your master copy to the convention**; bring a "dub" instead.
4. Send the three copies of the form, the 3" x 5" card and any additional written descriptions of your tape to:

Suzanne Griffin
TESOL '84 Video Theater Coordinator
Instructor, Intensive English Program
DC-08 (303 Parrington Hall)
University of Washington
Seattle, Washington 98105

In order for tapes to be considered for the program schedule the forms must be postmarked **no later than November 28, 1983.**

TESOL '84 VIDEO PRODUCTION DESCRIPTION FORM

Name(s) of Presenter(s)—in the order in which you want them listed: (Indicate production roles: producer, director, etc.)

1. ____________________
2. ____________________
3. ____________________

Title of Production: ____________________

Format: (3/4" cassette preferred; Betamax available; VHS and reel-to-reel players NOT available at the convention) __________

Length: __________ **Overall Production Quality** ("in-house" classroom production, institutional production, broadcast quality, etc.) __________

Topic/Subject: ____________________

Genre: (Documentary, teaching demonstration, "canned lesson", etc.) __________

Summary of Content (not to exceed 75 words)

Bio-data Statement(s), 30 word maximum per presenter (attach extra sheets if necessary) __________

Intended Audience (Teachers, Administrators, etc.) __________

Interest Sections (List up to 3; use the list on the TESOL '84 Proposal form found in the April *TN*)

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TESOL NEWSLETTER

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REFORMULATING COMPOSITIONS

by Andrew D. Cohen
The Hebrew University of Jerusalem

Second-language teachers typically have a stack of essays to correct at one time. To do just a thorough edit—not a rewrite—of every paper would be a monumental task. So, teachers usually content themselves with being selective—singling out a few of the more conspicuous rhetorical, lexical, and grammatical problems. It is probably fair to say that teachers rarely write entire sentences over, but rather provide comments here or there. Thus, in reality students are only getting partial feedback as to what would make their writing more native-like on any given draft of an essay.[1] For example, many language teachers do not have or do not take the time to suggest alternatives for even a few of the student's inappropriate lexical choices. For one thing, imprecise vocabulary may sound acceptable in the context of other imprecise vocabulary. Students are then often encouraged to rewrite these partially-corrected essays at home, incorporating the suggested changes.

The question that comes to my mind is whether a student essay, even after multiple edits incorporating a configuration of teacher and peer feedback, would constitute the way that such an essay would look if a native were to write it. Perhaps we do not envision mastery as a realistic goal for nonnative writers, and so our approaches to feedback on written work have reflected more modest goals. Yet it may be healthy, nonetheless, to consider techniques for bringing our students—particularly the more advanced ones—closer to mastery.

In one study that I undertook a few

Continued on page 4

18th Annual Fete

HOUSTON OILING UP FOR TESOL CONVENTION MARCH 6-11

TESOL '84 Local Committee

Houston, host city for the 18th annual TESOL Convention, holds many surprises for most people. Long identified with the petrochemical industry, the fourth largest city in the United States is emerging as a center for finance and international trade. Known for its Space Center (NASA), Houston also claims one of the finest medical research centers in the country. What can one expect in this sprawling high-rise, tinted glass metropolis? The answer is "Almost anything!" Music lovers can go to the opera, symphony or ballet; country-western fans should definitely plan an evening at Gilley's. Jazz, big bands, Dixieland and

Continued on page 31

Courtesy of Houston Chamber of Commerce

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[1] It is true that in feedback systems which put emphasis on the process of writing (see Zamel 1982), students may eventually receive comprehensive feedback—possibly through meetings with the teacher or with a peer tutor.

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. **See back page for membership information.**

TN **welcomes news items** from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words**. Send **two** copies of these new items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four** copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or **five typed double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections** of the *TN* are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Howard Sage, American Language Institute, New York University, Washington Square North, New York, NY 10003*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **Standard Bearer** (employment issues); *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less**. First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, **last minute job notices** will be **accepted** provided there is space. **Advertising rates and information** are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: February 20th for the April ***TN***

President's Note to the Members

At the midyear meeting of the TESOL executive board (October 10-13) a number of important decisions and reports were made. The TESOL budget for 1983-84 was approved and the appointment of the executive director of TESOL was renewed until June 1987. Basing its decision on the report of the Task Force on the Future Needs of TESOL, the board determined that by 1987 TESOL should have a full-time executive director.

The *Evaluation Report of the Toronto Convention*, prepared by Lyle Bachman, was discussed at length. Perceptions of the convention were generally positive. The major area of concern was that there was an embarrassment of riches—too many activities at one time—and therefore conflicts in schedules for participants. This is a natural result of the evergrowing size of our conventions. The only alternative to scheduling many activities at one time is to have fewer (and therefore much larger) sessions, which the board decided was not an advantage. Even with the growing number of regional meetings and the popularity of summer meetings, the reduction of the size of the annual convention seems unlikely. Penny Larson and Elliot Judd have, for example, received over 1200 proposals for presentations and it seems likely that for the 1984 convention about half of them will be selected.

A second concern of the respondents to the convention evaluation questionnaire was the high cost of accommodations. Actually there has always been, and will continue to be, a list of inexpensive hotels available on request. TESOL's problem is essentially the need to cut convention costs by selling hotel rooms. Meeting space is usually free, provided a certain number of hotel rooms are sold.

Plans for the upcoming Houston convention were also reported. The board approved the holding of a Leadership Workshop during the Houston Convention. This will complement the *TESOL Leadership Handbook* presently being put together by the TESOL central office. Jean Handscombe and Charley Blatchford will conduct the Leadership Workshop for affiliate and interest section leaders on Tuesday prior to the opening session of the Houston convention. Funds were set aside to insure attendance by representatives from all affiliates and interest sections.

The subject of video taping convention presentations was discussed and it was decided that TESOL would contract out such taping to make tapes available at cost to affiliates and members who wish to have access to the presentations of our annual convention. The Executive Director will, in consultation with the Publications Committee, set this into motion as quickly as is feasible.

Plans for the 1984 Summer Institute and Summer Meeting at Oregon State University in Corvallis are well under way and the 1985 Institute and Meeting at Georgetown University are also well into the planning stages. Proposals for subsequent institutes are being solicited for 1986 through 1988. (See notice on page 18.)

The appointment of an **Ad Hoc Committee on the International Concerns of TESOL** was approved. This will incorporate the present Study Group on the International Roles and Concerns of TESOL. The chair of this committee will be **Liz Hamp-Lyons** of the University of Edinburgh and in addition to the present study group members, it will be expanded to include a wide spectrum of the international membership of TESOL.

The board discussed the need to support regional meetings and it set aside funds to be used as seed money for any group of affiliates that wish to pursue such meetings. It is hoped that regional meetings in Europe, Latin America and East Asia will soon be possible.

The board extended insurance coverage to members of all TESOL affiliates as long as the affiliate certifies their membership. This means that the medical and life insurance options discussed in this column in the October issue are now available to all bona fide TESOL members and also to any members of TESOL affiliates who are not TESOL members. This is limited only by certain state, provincial, and national restrictions on such insurance policies.

The Task Force on Future Needs of TESOL, chaired by the Executive Director, requested a number of staffing and space additions. The board approved the immediate hiring of a full-time convention coordinator, which will relieve some of the heavy demands on the present staff. Additional space in the DC Transit Building was requested and approved. The board requested job specifications for a field service staff position. These specifications will be discussed in Houston.

The dues for membership, still the lowest of any major professional organization, were raised 10 percent, the limit set in the TESOL constitution. It was felt that the increase is needed to pay for the additional staffing and space needs of the central office, in order to provide better services to members, and to finance the new affiliate support features approved by the board (regional meetings, leadership workshop, speakers).

New appointments to standing committees were also announced and they are:

To the **Committee on Professional Standards** chaired by **Carol Kreidler: Cathy Day,** Eastern Michigan University; **Marc Helgesen,** New Day School, Sendai, Japan; **Tippy Schwabe,** University of California at Davis; **Jean Ramirez,** San Francisco Unified School District; **Richard Handscombe,** Glendon College, Ontario; **John** and **Mary Ann Boyd,** Illinois State University; **Karen Galeano,** Albuquerque, New Mexico Public Schools; **Peter Strevens,** Bell Educational System, Cambridge, England; **Howard Morarie,** Cherry Creek Public Schools, Colorado; **Donald Enoki,** Hawaii Department of Education; **Betty Prados,** Colegio Universitario Metropolitano, Río Piedras; **Peggy Doherty,** San Francisco Community College Centers; **Richard Orem,** Northern Illinois University; **Sergio Gaitán,** Instituto Mexicano—Norteamericano de Relaciones Culturales, Mexico City; **Victor Mason,** University of Kuwait; and **Richard Day,** University of Hawaii.

To the **Rules and Resolutions Committee** chaired by **John Fanselow: Frederick Jenks,** Florida State University; **Ian Gertsbain,** George Brown College, Toronto; **Kenji Kitao,** Doshisha University, Kyoto, Japan; **Joe Clavan,** Community College of Philadelphia; **May Look,** Honolulu; **Mary Ashworth,** University of British Columbia; and **Donald Seigal,** Northeastern Illinois University.

Continued on next page

Note . . .

Continued from page 2

To the **Committee on Sociopolitical Concerns,** chaired by **Jeanette Macero: Steve Duffy,** University of Nevada-Las Vegas; **Mackie Blanton,** University of New Orleans; **Bob Maple,** Brazil; **Bill McMichael,** University of British Columbia; **Denise Staines,** University of Paris; **Bill Powell,** Florida State University; **Terrence Carroll,** ELS-Seattle; **Allen McGoffin,** Quito, Ecuador; **Rosemary Casey,** Jefferson County Adult Education, Colorado; **Marcellette Williams,** Michigan State University; **June Quan,** National Board of Directors, YWCA, San Francisco; **Dennis Terdy,** Illinois Adult ESL Service Center; **Agnes Werner,** University of Puerto Rico; **Cameron Beatty,** Snow College, Utah.

To the **Scholarship Committee** chaired by **Darlene Larson: Nancy Dunetz,** New York Public Schools; **Neil Anderson,** Brigham Young University; **Jean Handscombe,** North York Board of Education, Ontario; **Andrew Cohen,** Hebrew University, Israel; **Penny Larson,** San Francisco Community College Centers; **Jodi Crandall,** Center for Applied Linguistics, Washington, D.C.; **Nicholas Collins,** Capilano, British Columbia; and **Rosita Apodaca,** University of Texas at El Paso.

Appointments to the Public Relations Committee and the newly created Ad Hoc Committee on the International Concerns of TESOL will be made prior to Houston.

The **Teacher Education Interest Section,** approved in Toronto, will be headed by **Richard Orem** of Northern Illinois University. The associate chair of this new IS is **Mary Ashworth** of the University of British Columbia.

It should be noted that a number of matters were not, as one would expect, resolved at the mid-year meeting, either because of lack of time or information. Subcommittees were established to look into such issues as: the expenses or losses incurred by affiliates hosting the annual convention; the possibility of an Associate Membership; the possibility of establishing accounts outside the U.S. into which members could deposit local currencies for membership dues and the purchase of publications; and the determination of the equitable use of the speakers list. The disposition of the *On TESOL* publication was returned to the Publications Committee for further discussion. The 1984 and 1985 issues will be published upon the advice of the second vice presidents, and any changes will occur after 1985.

If you wish a copy of the minutes of the mid-year meeting, you may request them, as you may the minutes from any board meeting, by writing to the central office. They will be sent out as soon as they have been approved by the Board.

John Haskell

EXHIBIT

TEACHER-MADE
MATERIALS
AT TESOL '84

SEE PAGE 31

TESOL CHECKS *NEWSLETTER* MAILINGS

The TESOL Central Office is attempting to find a way in which the *TESOL Newsletter* can arrive at distant destinations more quickly. As a part of this effort, we experimented with an alternate means of mailing the August issue. Members who live in Europe and Asia and who do not pay the additional fee for air mail service were sent their August issue through a firm which specializes in expediting printed matter overseas. In order to ascertain how the service succeeded, we asked for feedback from these members as to when their August *TN* arrived. We took advantage of the opportunity to also ask air mail members when their August issue arrived.

First of all, we want to thank the many TESOL members who responded to our request. As of October 17 we have received 268 responses from air mail members, 131 responses from members in Canada, and 155 responses from members included in the experimental form of mailing.

The August issue of the *Newsletter* was sent out from the printer in Illinois on September 7. For air mail members, no matter in what area of the world, the bulk of the newsletters arrived between September 19 and 29. Deliveries in Europe and the Caribbean area were the most consistent. In each of the other areas, there were exceptions to the general dates. On the early side, one member in Saudi Arabia reported September 12, two in Japan reported September 15 and 16, and one in Australia September 15. On the late side, individual newsletters were received in Ecuador, in Sri Lanka, and in Somalia on October 3, and in Israel on October 3 and 4.

In Canada, most of the newsletters were received on September 19 and 20. However, there were individual reports of September 9 in Hull, the 12th in Montreal, and the 16th in Winnipeg. Those responding from Vancouver (5) all reported receiving their August issue on September 22. There were individual reports of September 26 in Gibsons, British Columbia, and September 28 in Ottawa.

Finally, here are the results from the experiment in shipping through the firm which expedites overseas printed matter. In Europe the newsletters were received between the dates of September 28 and October 10, with England and Scotland being the earliest and Finland being the latest. In Asia, members in Japan received theirs between September 27 and October 8, most of them during the first five days of that period. In Thailand they were received on October 6, and in Singapore between October 6 and 10. Therefore, on an average, the newsletters sent in this way arrived about 10 days later than those sent by air mail, but anywhere from one to two months earlier than they probably would have arrived by the regular surface mail.

The experiment was successful, but the drawback is that only certain countries are served by this firm, and our members in other countries have to wait for the "slow boat." For that reason, the central office intends to experiment with yet another firm which serves more countries of the world, in order that almost all of our members can benefit from faster delivery.

Carol LeClair
Executive Assistant, TESOL

GRANT FUNDS STUDY OF STUDENTS FROM NON-ENGLISH-SPEAKING BACKGROUNDS

Princeton, N.J.—The U.S. Department of Education has awarded a grant of $120,000 to Educational Testing Service (ETS) of Princeton, N.J. The grant will fund a research project designed to identify factors to consider when assessing the academic achievements of children from non-English-speaking backgrounds.

The research will use data collected throughout the current school year during a nationwide survey of the reading and writing skills of 90,000 public and private school students conducted by the National Assessment of Educational Progress (NAEP).

According to Joan Baratz, ETS project director, those 4th, 8th, and 11th graders who have learned English as a second language and the schools they attend will be asked to provide information on the characteristics of teachers, school programs, and the children's school achievement in reading and writing.

The results of the research will be valuable to NAEP in future assessments of student academic achievement. Meanwhile, the data will be used to design a survey of the special needs of children from non-English-speaking backgrounds and the services these students receive in the nation's public and private schools.

NEW CATASTROPHE MAJOR MEDICAL PLAN OFFERED

Maximum Benefit: $1 Million

TESOL Executive Director James E. Alatis announced the endorsement of a new membership insurance plan that pays benefits beyond any provided by basic health insurance—the $1,000,000 Catastrophe Major Medical Insurance Plan.

During the Charter Enrollment Period now in progress, members and spouses regardless of age are guaranteed acceptance. Unmarried dependent children to age 25 qualify automatically. Enrollment ends March 15, 1984.

The new plan is designed as back-up protection for extraordinary medical-hospital-surgical-convalescent expenses brought on by a catastrophic illness or accident. Benefits under the plan tie in with basic major medical or hospitalization insurance members currently hold.

Because this is supplemental protection, the plan includes a $25,000 deductible. Expenses under the deductible will be paid by basic health insurance policies. But for expenses over the deductible, the Catastrophe Major Medical Insurance Plan provides insureds with 100% coverage of eligible medical-hospital-surgical-convalescent expenses with up to $1,000,000 in benefits for ten full years. A period of two years is given to reach the deductible amount.

Should more than one insured family member be injured in the same accident—or contract the same disease within 30 days—only one deductible will apply for those involved. Yet each insured is eligible for full benefits. This is just one of the outstanding features of this new low-cost plan.

All members will receive complete information on the TESOL endorsed $1,000,000 Catastrophe Major Medical Insurance Plan in the mail. Or, members may contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL GROUP INSURANCE PLANS, 1500 Higgins Road, Park Ridge, Illinois 60068.

COMPOSITIONS

Continued from page 1

years ago (Cohen and Robbins 1976), I was struck by how unsystematic my feedback to students was on written work over a ten-week university-level ESL course. I had, in fact, been using a detailed framework for written work. All the same, when I lined up 15 samples of English writing from three Chinese speakers in the class, I realized that I had been inconsistent—sometimes catching conspicuous errors, sometimes not. And I had also been inconsistent in my diagnosis of what the source of the problem was.

In light of these considerations, it seemed to me that something was missing regarding feedback on written work. It was then that my colleague at the Hebrew University, Eddie Levenston, put me on to the "reformulation" technique as an important complement to the typical form of error analysis that characterizes the feedback learners usually receive with respect to their written work (Levenston 1978).

Levenston took an essay written in English by an eleventh-grade Israeli student, and demonstrated how, even after surface errors were eliminated, the essay was still in need of correction of the kind often provided by teachers of native-language composition—correction regarding problems such as lexical inadequacy, syntactic blending (two separate ideas in one syntactic construction), conceptual confusion, rhetorical deviance, and ambiguity. Levenston proposed that we distinguish a first stage aimed at removing "goofs," from a further stage of *reformulation* aimed at improving the style and clarity of thought. But he stopped short of proposing that such a technique be utilized in the second-language classroom. He asked, ". . . what second-language teacher has time for such detailed treatment, much of which should be handled in the first-language classroom?" (Levenston 1978:11).

My students and I responded to Levenston's challenge and took his idea out into the second-language classroom. In this article, I will describe the technique as I have adapted it from Levenston, suggest possible applications, give an example of what the technique actually looks like, and then discuss some of its limitations.

Reformulation

This is how the reformulation technique works. First, the learners write a relatively short composition (say, 300-400 words in length). Then, the teachers provide feedback on one or more drafts of the writing so that it better approximates the target language. Ideally they do this without the learners' input as to what they meant to write. Teachers are asked to provide feedback in their usual way—whether by simply indicating the presence or specific location of errors or by giving clues or examples of how students could correct their errors (see Hendrickson 1980).

Then the learners are requested to submit a revised draft of the essay to a native speaker to be *reformulated*. What this means is that the native speaker is to rewrite the very same essay without changing content, but to reformulate it from beginning to end so that it sounds as native-like as possible. In other words, the natives do not simply rewrite a sentence or two, but actually rethink the essay so that it reflects their style—their approach to expressing those ideas. Sometimes the reformulator is the classroom teacher, but usually the learners are requested to find their own reformulator from among their circle of friends and acquaintances.

The reason for having natives reformulate what the nonnatives write rather than writing about their own ideas is that in this way the nonnatives are able to feel that the essay is still *theirs*, even though it is reformulated. Consequently, the nonnatives' motivation to analyze the way in which the natives write up their same ideas will probably be greater than, say, their motivation to analyze the way a published source might write about the same topic. This motivation may be even greater if the reformulation comes from a native-speaking *peer* (e.g., a fellow student) rather than from a teacher.

Once the reformulation has been completed or perhaps while it is going on, the nonnatives compare their carefully revised version with this reformulation. Ideally, the reformulator or another native provides assistance in this task. The way I suggest conducting this comparison is by making several passes through the essay, each time focussing on a different aspect of the writing. Separate passes could be made for each of the following:

1. *Selection of vocabulary*—How does the native's and the nonnative's choice of lexical items and phrases compare? For example, does the native use more precise words, more concise phrases, and more/less formal words?
2. *Choice and ordering of syntactic structures*—For example, does the native alter or replace syntactic structures, and if so, what is used in place of them? When does the native use more complex or less complex sentences to convey the same meaning?
3. *Markers of cohesion*—In what ways does the native writer link together the different ideas to form a text (i.e., within sentences, and across sentences and paragraphs)? Such links are established by means of grammatical forms such as conjunctions (for combining ideas, contrasting them, and for indicating causality), pronouns (personal and demonstrative), and lexical items (e.g., repetition of the same word or use of synonyms).
4. *Discourse functions*—If the essay includes functions such as categorizing, defining, hypothesizing, or questioning, does the native realize these discourse functions in a different way from the nonnative?

Applications

While on sabbatical leave at the University of California, Los Angeles, in Fall 1980, I had foreign students in the advanced ESL writing class (English 106J) that I taught compare the revised version of an essay that each one wrote with a reformulated version. The students then had to produce a list of differences. Their response to the technique was quite-positive.

My experience with this classroom activity suggested that the payoff to nonnative students could be substantial. Rather than just dealing with successive revisions of their writing, they now had the opportunity to see where they were in relation to where they would be if they wrote natively. The value is not just in seeing the distinction between themselves and mastery, but also in determining areas which they may wish to focus on. My experience also showed, however, that the majority of nonnatives may wish to do the composition analysis with the assistance of a native. Whereas some learners have the motivation and "monitoring" ability to do the comparison on their own, others need more guidance.

The reformulation approach may dramatically call into focus areas that the nonnative was unaware of. For example, when a UCLA native-speaking graduate student provided feedback on a friendly letter written by a Chinese ESL student, the letter appeared basically quite acceptable. Yet a systematic comparison of the revised version and the reformulation revealed that this nonnative was transferring discourse functions (e.g., opening, closing, apology, and invitation) from business English. Such functions were consistent with her work experience with business English, but incompatible with the nature of the friendly letter that she was writing (Dally 1981). Thus, we see that reformulation may point up major deviations from native-like writing in the writing of nonnative students—deviations which if overlooked, could well lead to significant fossilization.

An Example

Let us now take a look at one excerpt that has been revised and then reformulated. The following are the opening lines of an essay written by one of my students in the advanced ESL writing class at UCLA:

> If the time ever comes when a woman is elected to the presidency of the United States, how well will she perform? Will she be able to rule better than our male presidents have? Will she be able to handle the problems of running a country? In this essay, I'm going to answer these questions by analyzing the women who have ruled in other countries.
>
> One woman is Cleopatra. She became ruler of Egypt at the age of eighteen. Even at that young age she had a strong thrust for power . . .

Continued on next page

COMPOSITIONS

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I was the instructor in the course and made no changes in the opening paragraph when I corrected this essay. In the second paragraph I suggested changing the first sentence from "One woman is Cleopatra" to "One such woman leader is Cleopatra," and wrote the word "cohesion" in the margin. I also changed "thrust" to "lust" in the second sentence of that paragraph, while the student probably meant "thirst."

The reformulation of this excerpt, written by a friend of the student, was as follows:

> How well will a woman perform if she is ever elected president of the United States? Will she execute the duties of her office better than males? Will she be able to handle our country's problems? In this essay I will explore these questions by analyzing women rulers of other countries.
>
> One such woman is Cleopatra. At the tender age of eighteen she ascended Egypt's highest office. Even at such an early age she had a strong compulsion for power . . .

Let us compare the slightly revised version to the reformulated one. In terms of selection of vocabulary, we see that the native writer replaced or modified a number of the lexical phrases just in these few lines. For example, "able to rule" was replaced by "execute the duties of her office," "answer these questions" by "explore these questions," "become ruler of Egypt" by "ascended Egypt's highest office," "the age of eighteen" by "the tender age of eighteen," "young age" by "early age," and "lust for power" by "compulsion for power." We also note that the native writer replaced the informal "I'm going to (answer)" with "I will (explore)." It would also appear that the native supplied several questionable forms—e.g., "males" (line 3) instead of "men" or "a man," in contrast to "woman"; and "office" instead of perhaps "throne."

With respect to syntax, the native chose not to begin the essay with the "if" clause, but rather to reverse the order. In the second sentence of the second paragraph, the native fronted the adverbial clause. Otherwise the nonnative's syntactic patterns were preserved. The native also introduced a grammatical error in using "ascended" (line 8) instead of "ascended to." With respect to cohesion, the native switched the pronominal referent "our" from reference to "our male presidents" to "our country's problems." Finally, with respect to discourse functions, the native chose to focus immediately on the rhetorical question introduced by "how," rather than leading with the "if" clause.

Discussion

We are just beginning to exercise this idea more extensively in teaching, but it seems to have potential. Following the UCLA study, I conducted a study in which my own writing in Hebrew as a second language was reformulated, as well as a small-scale study involving the reformulation of university-level EFL and Hebrew-second-language essays (Cohen 1983b). The findings from these two studies were consistent with the earlier experiences reported here. A subsequent study involving 53 advanced college-level Hebrew-second-language writers compared the reformulation technique to one of discussing the teacher's suggested revisions. In this study, the reformulation technique did not fare as well as discussion of the teacher's suggested revisions, although for some students the reformulation approach provided major breakthroughs.

The results of the most recent study would suggest that the reformulation technique be reserved for some students some of the time (Cohen 1983a). All the studies seem to underscore the advisability of utilizing this technique with students at the intermediate levels and above. In fact, it may have its greatest impact among advanced students who really are trying to perfect their second-language writing skills, particularly in some area of language for special purposes.

As with any technique, there are problems. For instance, what if the nonnatives are weak writers in their native language? This factor may prevent them from deriving full benefit from such a technique. Also, does it matter if the reformulators are not good writers? It could be argued that their being native writers at least gives the nonnatives exposure to one of the ways a native could do it. After all, nonnatives learn to *speak* by associating with and receiving spoken input from all kinds of native speakers. Why not have them learn to write by associating with all kinds of native writers? All the same, it may be advisable for the nonnative to have several natives rewrite the essay—when feasible. (In the reformulating of my Hebrew writing (Cohen 1983b) I had three reformulators.) Especially in countries where the target language is taught as a foreign language and where native speakers are few in number, it may take some effort to find reformulators for all the students in a class, but it may well be worth the effort.

Furthermore, there is a clear advantage in having the nonnative engage the reformulator or the teacher/tutor in a dialogue regarding the comparison between the revised version and the reformulation. There will surely be instances in which the nonnative will want to explain or justify the use of forms that were replaced in the reformulation. There will also be instances in which attention might be called to forms in the *native* version which are actually inappropriate (as in the case described above)—though our experience is that there are not very many of these cases. It may be that discussion could be conducted in class in small groups of nonnative students, with the occasional assistance of the teacher.

In addition, can we really expect nonnatives to gain mastery of, say, lexical phrasing so that they could come up with the turns of phrase found in the reformulation presented above? Perhaps we cannot expect this of even the most advanced nonnative writers, but we can at least provide them with an opportunity to see what mastery might look like. Then they can make the choice concerning the extent to which they wish to approximate such models.

In conclusion, I see exposure to the reformulation technique as only one modest means of achieving greater mastery of writing in a second language. There is no doubt that nonnative learners can also benefit greatly from exposure to the written work of natives writing about their own ideas—with regard to both the *form* of the message as well as its *content*. In fact, one method of teaching ESL composition to adults calls for learners to first analyze native writings by means of criteria that they later use to analyze and edit their own writings (Anderson 1981). The reason that this reformulation technique is attractive to me is that it has the potential for dramatic results—for stirring up some real interest in native-like writing among nonnative writers.

Note: My thanks to Bill Gaskill, Marianne Celce-Murcia, Jackie Schachter, Frances Hinofotis, Evelyn Hatch, Ann Raimes, and an anonymous reviewer for their comments on earlier versions of this paper.

About the author: Andrew Cohen is Associate Professor of Applied Linguistics at the School of Education, Hebrew University. He is chair of the Israeli Association for Applied Linguistics, former chair of the TESOL Interest Section on Research, and author of *Testing Language Ability in the Classroom* (Newbury House).

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SEEKING A NETWORK FOR NATURAL LANGUAGE EXPOSURE

Carolyn Ebel, Georgetown University, is interested in sharing ideas on natural language exposure approaches to teaching ESL. Carolyn has been developing a weekend retreat course which features English through action, including physical, intellectual and emotional involvement. If you are interested in this approach and would like to share your experiences with Carolyn at TESOL/Houston, please contact her at Georgetown University, tel. (202) 625-3540, or write: 9112 Weant Dr., Great Falls, VA 22066.

IT WORKS

Edited by Cathy Day
Eastern Michigan University

This "It Works" contribution is for all those ESL teachers who think that TV is an obvious aid for improving listening comprehension, cultural understanding, and vocabulary—but who haven't had time to develop a systematic approach for using it. According to the author, this activity for intermediate and advanced students "teaches mountains of useful vocabulary, generates impassioned discussion, encourages the intensive practice of listening comprehension and is fun, too!" —*C. Day*

USING THE SOAPS

by Richard Hughes

The activity centers on the use of a daily television soap opera—*Search for Tomorrow* on NBC. Its length of thirty minutes is excellent for classroom purposes.

The procedure begins with a short orientation to the program. A list of all the characters is handed out and an oral explanation of the characters' relationships to each other along with a synopsis of the basic story line is given. Students are told to write down unfamiliar words and phrases from the show for later review.

During the first few days, the emphasis is on matching the actors' faces with the characters' names and learning who each person is on the show. The names of the characters are written on the blackboard as they appear on the program and brief discussions are held during the commercials to review the previous scenes.

Oral review after the first few shows consists of reinforcing the character identities and relationships by answering student questions about the show and by asking the students questions (Who was the man with the moustache? Where does he work?). A "matching exercise" is also useful during this initial phase.

Generally after three or four shows, the brief discussions during the commercials are eliminated and the content of the commercials themselves is included in the post-program review. When this stage has been reached, the reviews are directed more specifically at the show's daily events. This is done in any of the following ways:

1. In groups of three or four, the students discuss a list of about ten teacher-made questions. After about twenty minutes, the questions are reviewed by the whole class.
2. Teacher-made questions are asked orally without prior small group discussion. These questions concern the day's show, previous shows, predictions, and the characters.
3. The students are told before the show that they are to write three questions about what they see during the program. The students are told to write only questions to which they have the answers. During the review, the students ask the teacher their questions which he or she answers correctly—or incorrectly—sometimes giving half-correct or incomplete answers. The idea here is to stimulate discussion and promote careful listening.

The teacher's job during the show is to write down an interesting variety of questions that will test comprehension (not just memory) and lead to a fruitful discussion, and to write down useful vocabulary heard on the program. Soap operas are especially rich in idiomatic and colloquial English.

After the discussion and review of the daily events on the show, which usually take about thirty or forty minutes, the teacher answers questions and explains any words which the students heard but didn't understand.

Extra time available before the show is used for review of the previous day's vocabulary and for making predictions about the current day's episode. If predictions are made, then they are written on the blackboard and checked for accuracy after the show.

To summarize, a lesson using a soap opera could be divided into the following four parts:

1. *Pre-program* (if time is available)
   Vocabulary review and predictions
2. *The show*
   Students watch and write down questions, unfamiliar words and phrases. Teacher watches and writes down post-program review questions and vocabulary.
3. *Review*
   Class discussion. Group work. Vocabulary is reviewed.
4. *Additional activities*
   Additional follow-up activities include using the vocabulary from the show in student-made dialogues, writing summaries of the daily or weekly events, writing compositions on topics evolving from the show, or having the students write and produce their own mini soap opera.

This activity can be done in a time period of between one and two hours, depending on the extent and number of review or follow-up activities.

Understanding a television program in English often is a formidable task for ESL students, especially when previous solo attempts have proven utterly overwhelming. But with this approach, students soon lose their fears of listening failure and, indeed, look forward to each new episode with the eyes and ears of a soap opera addict.

About the author: Richard Hughes recently completed the manuscript for a text on listening comprehension (Prentice-Hall, Inc.) to appear in 1984. He is currently working on an M.A. at the University of Hawaii.

The TESOL Newsletter
Special Supplement
on
Composition and Writing
will appear
in the February issue.

Editor

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Harris Winitz

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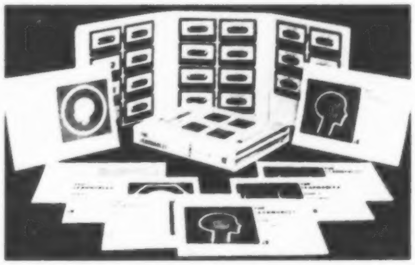

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CONTRASTING COMMENTARIES ON 'IT WORKS'

Note:** When the editor received the following comments on **It Works** from Professor Krahnke during the past summer, it seemed somehow appropriate to send them on to Professor Larson, the originator of the column, for her perusal and possible remarks. Some time later, a letter from Professor Larson appeared in the TN mailbox. Both the Krahnke and Larson commentaries appear below.* ***—Editor

WHAT DO YOU MEAN, 'IT WORKS'?

by Karl J. Krahnke
Colorado State University

One of the most popular ways of evaluating and recommending techniques in ESL instruction is the phrase *It Works*. The phrase has become the title of newsletter features and convention activities as well as a frequently heard judgment on the value of one or another teaching technique or activity.

As an expression of the recognition of successful experience in teaching, *It Works* can be a valuable recommendation. But I would like to suggest that we are leaving ourselves open to some serious problems if we accept the *It Works* judgment uncritically and to the exclusion of more rigorous and valid indicators of success. To encourage greater rigor in evaluating instructional experience, I find myself frequently asking, "What do you mean, *it works?*"

There are a number of possible answers to the question, ranging from "It got me through the class hour without the students revolting or snoring," through "The students (or the teacher) really enjoyed it," to "I think the students became able to do what I wanted them to as a result of the experience." At its best, of course, *It Works* means that a systematic evaluation of some sort was undertaken and the technique or activity was demonstrated to lead efficiently to the instructional or behavioral outcome that was desired or intended; that is, that the students became able to do something with the language better as a result of experiencing the technique in question than they did through some other technique or through no technique at all.

For obvious reasons, few "*It Works*" statements have such a rigorous basis, and it would be mistaken and counterproductive to expect that they always should. We still consider ourselves lucky when we have some solid or even circumstantial evidence for effectiveness in language teaching. But to accept unexamined anecdotal evidence eagerly and easily as the basis for our practice in language teaching is to leave ourselves open to several dangers.

The most serious danger is the problem of relative effectiveness of techniques. To say that a technique or method works is to say nothing about how well it works relative to another technique or method. It may very well be true, for example, that students who have been taught sound-letter correspondence have become good spellers. But does the teacher who uses that fact as an argument for concentration on the teaching of sound-letter correspondence know that teaching it was *more* effective than, say, a combination of extensive reading combined with spelling practice? To say, in such situations, that something works is to suggest the lack of need for further inquiry or for the consideration of alternative teaching techniques.

A second problem with unsystematic, anecdotal evidence is that of supposed or imagined effects of various techniques. It is very possible that the specific effects claimed for a technique may not be the result of it, but of another one altogether. For example, increases in second language ability that occur after extensive repetition drills may not be caused by the drills at all, but by some more general acquisition process in which the drills and other experiences were incidental stimuli. The effect, overall improvement, occurred, but the cause of the improvement may have been quite different from the imagined one. In such a case the repetition drill cannot be said to have "worked," and to recommend it would be seriously misleading.

A third danger of *It Works* statements is that they often do not specify the broader behavioral or functional value of the effects they are supposed to be testimony to. They are offered as evidence that something happened, but the lack of a theoretical frame of reference does not require that the value of what happened be taken into account. A hypothetical example might be a new technique to improve students' pronunciation of *th* sounds in a classroom setting. If the improvement does not appear in out-of-class, naturalistic settings, however, it may be of limited or no value. Much instruction in grammar seems to fall into this category. Because of limitations on learners' ability to monitor and because of constraints on when particular language structures can be acquired, the grammar may be "learned" but does not appear when the learners use the language naturally. In failing to take account of, or responsibility for, this broader perspective, limited anecdotal evidence runs the danger of arguing for useless effectiveness.

To return to the question I raised at the beginning, few *It Works* statements offer much as to how or why something was effective or if that effectiveness is valuable or necessary. When asked for expansion, proponents often reply with something like, "The students enjoyed it, and if they enjoyed it they may be learning something." There is, of course, some truth to even this weakest version of the syndrome. Interest and enjoyment can probably be shown to contribute to an increase in learning in some cases. But the aspect of the expression that is most troublesome brings me to the last danger, not an instructional one but a professional one.

ESL is struggling to become a profession, a group of trained practitioners whose qualifications include something more than an ability to speak English and some experience in teaching it. By relying on anecdotal evidence as a basis for professional practice, we are basing our professional practice on the shakiest form of empiricism, personal experience. In doing so we avoid growth towards an externally defined and justified expertise that would lead, one would hope, to increased professional definition and recognition by others outside of our field. One of the types of expertise we can add to our professional repertoire is the readiness and ability to critically examine claims of instructional effectiveness and to look beyond experience for what did or did not or should or should not work.

In doing this, we will avoid overlooking another rich source of teaching inspiration, that of theoretically motivated prediction as to what *should* work. Many of the techniques and activities suggested by recent developments in language acquisition theory have been dismissed by many teachers as ineffective. When I have questioned them, I have often found that they have either not tried these techniques themselves, have given them only cursory or half-hearted trials, or have expected them to have exactly the same outcomes as previously used techniques had. In short, they have not really tried to *make* something work, a somewhat more ambitious effort than to let practice emanate from personality or personal style.

In closing, let me turn my argument around for a moment to make the point that we should not dismiss experience as a valuable source of knowledge about teaching. Experience has always been such and should remain so. We need to trade ideas and to talk about our successes and our failures. If, in doing so, we occasionally use the phrase *It Works* there is no reason to apologize. What we also need to do, however, is to couple our experiential inspiration to an enlightened and critical frame of reference that is broader than experience and in which we examine claims of effectiveness by comparing them to other methods and techniques, in which we attempt to determine if the teaching activity really caused the learning effect claimed for it, in which we try to judge if the effect is really a useful one, and in which we are relatively clear as to what we mean when we say, "It works!" While some may see this as cynical or negative, there is nothing wrong with a healthy attitude of informed skepticism. It can be a mark of professionalism and a source of growth and development. We will raise our professional standards as well as the effectiveness of our teaching if we constructively ask ourselves and our colleagues, "What do you mean, it works?"

NEITHER AN ELIXIR NOR A PHILOSOPHY BUT 'IT WORKS'!

by Darlene Larson
New York University

"*It Works*" is merely a title of a column, not an excuse, a philosophy, an apology, a thesis or an elixir.

It is heartening to see that the title is still causing people to look more deeply into what we do. Several years ago John Fanselow and I had a conversation about the column which ended with both of us shaking our heads. We agreed that nobody knew what "*It*" was, nobody knew what "*Works*" meant, but everybody knew what the column was about.

I wish that the column could be credited with being the cause of the fact that teachers use the phrase, "*It works*," from time to time when sharing ideas about classroom practice. With regret, I must admit that "*It works*" was used in reference to teaching techniques long before the *TESOL Newsletter* had a column of that name.

Before the *TESOL Newsletter* had *It Works* there was no regular place for teachers to discuss what they did in an anecdotal, informal manner, i.e., in the way that people speak

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THE ROLE PLAY COMES ALIVE THROUGH A TECHNOLOGICAL TWIST

by **Jeffra Flaitz**
Intensive English Language Institute
SUNY/Buffalo

Unless skillfully orchestrated, a role play in a foreign language classroom can produce what one might call, much to Stephen Krashen's distaste, "INcomprehensible OUTput." A role play's success depends perhaps as much upon how it is treated *upon completion* as upon the pre-exercise preparation, the trusting and warm ambiance of the classroom, and the relevance of the topic. Christina Bratt Paulston's cryptic advice to do a "friendly postmortem" on the role play actually provides little direction for how to handle potentially the most valuable learning/teaching aspect of the entire exercise.

Often, without much guidance on how to implement this relatively new technique, a teacher will allow the role play to proceed without interruption, all the while making mental or written notes of gross errors in the students' speech. It is at this point, I would argue, that role plays are irreversibly compromised for the primary reason that so much speech is lost and opportunities for language practice wasted. A fitting analogy may be that of a carefully aged bottle of champagne, the contents of which bubble over the lips so energetically when uncorked that precious little is left to savour. So, too, is the richness of a role play sacrificed to the element of time and fate. Often problems that arise during the performance fall into a hierarchy of gravity with lesser, (yet still problematic), language errors either given a minimum of attention or passed over altogether in the post-performance critique for the sake of time. Consequently, students may be left either to repeat their uncorrected mistakes, thus reinforcing them, or to fail to develop confidence in their linguistic abilities due to what they sense are unattended errors or deficiencies. Without a commitment to devote a good deal of time to the entire role play exercise as well as a means to recall word for word the script of the play, many of those involved in the language learning/teaching experience would agree that this kind of communicative exercise becomes a rather frustrating endeavor in its disappointingly partial realization.

For those teachers who have a tape recorder at their disposal and who, once a week, are in a position to rearrange their syllabi to give one hour exclusively to the role play exercise, a promising solution is at hand. What follows is one teacher's suggestion for enhancing the value and possibilities of the role play technique. It owes its development to three points of personal interest and concern: 1) the genius of the general role play idea, 2) frustrations with role play exercises of the type described above, and 3) a brief exposure to the way in which the tape recorder is used in Curran's Counseling-Learning/Community Language Learning.

The advantage of using a tape recorder, of course, is that total recall of the script is a simple matter of buttonpushing. In the same sense, the use of a tape recorder in acting out and critiquing role plays provides a perfect and contemporaneous solution to the problem of wasting language practice opportunity. However, to minimize the mechanical effect projected by the use of the tape recorder in C-L/CLL, it should not be switched on and off as students struggle to communicate. As in the most exemplary role play as described by Paulston, the activity should be one of meaningful and uninhibited communication based on the prescribed topic, integrating the useful expressions and register

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ON LINE

Edited by Richard Schreck
Heidelberg English Language Institute
Heidelberg College

Note:** John Higgins is among those who have taken computer lessons well beyond the presentation of mechanical grammar drills. In this paper he offers examples of two roles in which the computer can provide a communicative learning environment: the computer as demonstrator and as game-setter* **—*R. Schreck

THE COMPUTER AS A COMMUNICATIVE ENVIRONMENT

by John Higgins
The British Council

The human being has been described as a "learning machine". We cannot run like gazelles or fly like eagles, but learning seems to be our one great talent. In order to learn, however, we need a responsive environment, which will allow us to play, to explore, to form hypotheses and to test them. In foreign language learning, that natural environment is largely replaced by some form of mass instructional provision, with a teacher selecting certain language features, presenting them and training the students to handle them. Judging from results, human beings have much less talent at "being taught" than they do at "learning".

I have suggested elsewhere (Higgins 1983) that the computer does not sit easily in the role of magisterial teacher, fixing the order of events in an instructional sequence and judging the performance of the learner. This is because it does not in fact "know" as much as the human teacher and is not very sensitive to a learner's problems, being unable to monitor any of the covert signals which a learner may send out through tone of voice or facial expression. A more appropriate role is that of pedagogue or slave, responding to the learner's initiatives and executing instructions in a basically unintelligent or slave-like manner. Its very lack of intelligence can be turned to advantage, just as it has been by Seymour Papert in helping young children to learn spatial concepts with LOGO and the turtle (Papert 1980). In the same way the computer can be used to make language learning into an experimental subject (Martin 1983), to put the trial back into trial-and-error.

The most obvious pedagogue function we can give the machine is that of *demonstrator*. This first occurred to me three years ago when I was writing my very first program, a quiz-like game based on responding to word-order clues:

What has the cat eaten?	The mouse.
What has eaten the cat?	The crocodile.

There were to be ten scored items and two examples. Then I began wondering why there should be two examples. Why not three? Or three hundred? The computer could generate them from its substitution table all day long, so why should the programmer fix the number in advance? From there I went on to the concept I have called *Grammarland*, the program which has "knowledge" of a miniature universe of facts and relationships, and will interact with a student in an unstructured way, either obeying commands, answering questions, or asking questions and commenting on the answers. Only one such program is fully working as yet, *John and Mary*. Here the "universe" is represented by a drawing of two rooms, a door, a male figure and a female figure. The learners' main task is to explore the computer's linguistic ability, to find out what language it responds to and what messages it generates. By pressing the *enter* key repeatedly, they can watch the machine asking and answering questions, having a conversation with itself. At any point they can interject questions, answers, or commands. In the process one hopes that the learners will notice and absorb some of the language of the situation, the use of *in* and *into*, for instance, and of *bring* and *send*.

A similar approach is evident in Tim Johns's "exploratory" programs (Higgins and Johns 1983), where the challenge to the learner is to catch the machine out, to force it to make a mistake or produce something ridiculous. Johns has written programs which deal with morphology, selecting *a* or *an* before a noun, adding an *s*-ending to a noun or verb, and there is also a program by Martin Phillips on *-ing* endings. He and I have also written programs which offer "advice" on socio-linguistic choices, like how to ask for a loan or thank somebody for a present. We have used the programs as the basis for worksheet activities. The students' task has been to deduce principles by trying out a range of inputs.

My wife has coined the term *booh* to describe programs which exploit the machine's tendency to treat in a deadpan fashion inputs which are funny or grotesque. My best effort in this direction so far is an extension of the well-known *Animal* program, which "learns" items which the student gives it and classifies them according to polar questions provided by the student. In my version, called *Jackass*, the program eventually writes little descriptive "essays", turning the questions into statements.

Another major area of interest is that of simulations, adventures, and logic problems, where the machine functions to a great extent as *game-setter* or *game-board*. Here I have written *Photofit*, where the task is to reconstruct through verbal commands a face glimpsed at the start of the programs, *Murder* where the task is to interrogate suspects and discover which one is lying, and *Bleeper*, which simulates running a factory and has an elaborate report-back phase.

All the programs mentioned in this paper lend themselves well to small group exploitation, where the discussion that goes on round the screen is part of the learning process. There may be no sound on my machines, but introducing a computer has never, in my experience, diminished the amount of spoken language occurring in a classroom. In this sense at least, computers can be described as communicative.

About the author: John Higgins is a member of the British Council's English Language and Literature Division, and is currently studying the feasibility of using computers in the Council's ELT work.

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SALMON, SCENERY AND SCHOLARSHIP: CORVALLIS, OREGON SITE OF 1984 TSI

The tall mountains, pristine lakes and spectacular seacoast of the Pacific Northwest will be the backdrop for the 1984 TESOL Summer Institute (TSI), hosted by Oregon State University. "Just come," advises '84 TSI Director Karl Drobnic. "We've scheduled weekend seminar sites that include trout fishing, rowing and hiking in the high lakes, beachcombing, camping and we'll even do some gold prospecting if there's enough interest."

Curriculum Director Wayne Haverson has devised a flexible course structure that will permit participants to build anything from one-week to six-week schedules. "For example," Wayne points out, "Elaine Tarone will team with Larry Selinker the first three weeks to teach an Introduction to Second Language Acquisition course. Then Russ Tomlin will join Larry the next three weeks to examine the Interlanguage Hypothesis using a problem-solving approach." The schedule is studded with one- two- three- and four-week options, and a flexible fee schedule has been devised.

Karl Drobnic and Wayne Haverson feel the full-fare, discount fee of $375 is the best deal anywhere next summer. Financial director Debby Marino explained the system. "Each course, workshop and seminar will have a decimal value. The $375 entitles participants any combination of offerings adding up to 1.00. That would be the equivalent of nine credit hours of classes." For $250, participants can sign up for .55 worth of classes. Those attending on a strictly à la carte basis figure tuition on the basis of the decimal value of the offerings they want times $500.

Drobnic, Haverson and Marino have already put more than two years into planning the '84 TSI. "We started by surveying several hundred M.A. TESOL professors," Drobnic said. "That gave us a basis for what was currently being taught. We followed up by surveying about 4,000 West Coast ESL practitioners and found out current concerns. Then we blended the two and chose staff."

"Financial frustration emerged as the dominant non-academic concern on the survey," Marino reported. "That was followed by time constraints. So many in the profession can't afford to take six weeks off to attend institutes."

"That's behind the radical changes in scheduling and fee structure," Haverson explained. "Summer institutes should be a way we can experiment to better serve our profession."

Another result of the surveys has been a concerted effort to raise scholarship funds for the '84 TSI. "But response from the commercial sector has been dismal so far," Drobnic said. "We went to at least forty companies, ESL publishers and the like, with a tax-advantaged, high publicity scholarship plan and to date we've had two positive responses." Sam Burggraaf, vice-president of Tandberg of America has established a scholarship for the '84 TSI. Roger Olsen, president of Alemany Press, is helping with publicity for the TSI by mailing out thousands of flyers.

Response by TESOL affiliates, however, has been exceedingly heartening. Over $5,000 in affiliate scholarships has already been pledged, available either directly through the individual affiliates or in some cases, via donations to the Ruth Crymes Fund administered through TESOL central office.

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SALMON

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The '84 TSI publishes a quarterly bulletin containing details of scholarships, funding aid, courses and staff, tax write-offs, weekend seminars, faculty profiles, housing information and other items of interest to those seriously considering attending. The bulletin, *'84 TSI Update*, is available free by writing the address at the end of this article.

A block of suites has been reserved in an Oregon State University residence hall for those who wish the camaraderie of a shared experience with other professionals. Each suite consists of two double rooms with a shared bath. The suites are centered around a lounge that includes minimal light cooking facilities. The cost will be about $40 a week per person, with family discounts and meal arrangements possible. Apartments off-campus will also be available, being plentiful and very reasonably priced in summertime Corvallis.

Haverson is most enthusiastic about the staff that has been assembled for the Institute. "We've been able to team people up or provide sequences that normally just don't happen. For example, for mainstream teachers, we've teamed Carole Urzúa and Nancy Hansen-Krening. Then there's our Consultants-in-Residence option—Wilga Rivers and Henry Widdowson. Or for people feeling burned out, there's a sequence of H. Doug Brown followed by John Fanselow."

"Something I'm proud of," Drobnic added, "is that we have some very good people coming from overseas who don't often get to the U.S. Jan Uljin is coming from the Netherlands for psycholinguistics. Then we've got two coming from Kuwait. Frank Chaplen, the man who headed the Cambridge ESL Exams for years, will teach a testing course, and someone most people here don't know, Ali H.S.Hajjaj, will teach ESP in EFL Settings. Dr. Hajjaj has done an impressive amount of work, taking ESP all the way into the elementary schools in Kuwait."

Wayne Haverson (left) and Karl Drobnic led a discussion session on the '84 TESOL Summer Institute at the fall conference of Oregon TESOL

Amid all this there will also occur the annual TESOL Summer Meeting, scheduled for the midpoint of the Summer Institute. The Summer Institute will run from June 25th to August 3rd; the Summer Meeting will be July 13, 14, 15. ORTESOL will be the local host, and an open pit salmon bake, in the tradition of the Pacific Northwest Native Americans, is being planned to welcome conference-goers.

Those who would like further information should write:

Karl Drobnic
Director, '84 TSI
ELI, Oregon State University
Corvallis, OR 97331 USA

You will receive the free quarterly *Update* on a regular basis, and in February, the course catalog and registration forms, plus other relevant information.

MEMBERSHIP RESOLUTIONS FOR TESOL '84 NEEDED BY FEBRUARY 5

Any TESOL members who wish to present a content resolution to the Legislative Assembly at TESOL '84 in Houston are requested to send a copy of the resolution which bears the signatures of at least five members of the organization to John Fanselow, Chair, Rules and Resolutions Committee by February 5, 1984. Address them to: Dr. John Fanselow, Box 66, Teachers College, New York, NY 10027, U.S.A.

All resolutions shall begin: "Be it resolved by the Legislative Assembly of TESOL that . . .". Resolutions shall be of two types: content and courtesy.

Content Resolutions

Content resolutions may originate in either of two ways:

1. *From the general membership.* A resolution bearing the signatures of at least five members of the organization must be received by the Committee Chair at least thirty days before the beginning of the Annual Meeting.
2. *From either the Affiliate Council or the Interest Section Council.* A resolution from either the Affiliate or the Interest Section Council must bear the signature of the presiding officer of the Council affirming that the resolution has been adopted by at least a majority vote of the Council; the resolution must be presented to the Chair of the Rules and Resolutions Committee, or the appointed representative, immediately after the said Council meeting.

Courtesy Resolutions

Courtesy resolutions thanking convention officials and others shall be drafted by the Committee.

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NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

UPCOMING CONFERENCES IN 1984

UNIVERSITY AND SECONDARY CLASSROOM RESEARCH IS TOPIC OF USC SYMPOSIUM

The Department of Teacher Education at the University of Southern California will be the site of a one-day symposium, **Partnership in ESL Research: University and Secondary Schools** on February 10, 1984. Relatively little research has been available at the secondary level in TESL. Thus, the purpose of the symposium is to identify 1) research which has been conducted in the past, 2) current studies (including progress reports) and 3) needs for future research. The development of partnerships between scholars in higher education and secondary ESL classroom teachers comprises a major goal of the symposium. For further information, write or call: Dr. Hideko Bannai, University of Southern California, School of Education, WPH 1004, Los Angeles, California 90089. Telephone: (213) 743-6268.

TEAL '84 TO ADDRESS CULTURE, CONTACT AND COMMUNICATION TOPICS

The theme of the 17th TEAL Convention, March 15-17, 1984, is **Culture, Contact and Communication**. TEAL is the Association of British Columbia Teachers of English as an Additional Language. For registration and other information, write to: Registrar, TEAL '84, 6529 Dawson Street, Vancouver, British Columbia, V5S 2W2, Canada.

THUNDERBIRD CAMPUS OF AGSIM SITE OF AZ-TESOL CONVENTION

The theme of the Arizona TESOL annual convention is **Better Teaching—Better Learning**. It will be held February 9-11, 1984 on the Thunderbird Campus of the American Graduate School of International Management in Glendale. For more information, write to: AZ-TESOL Convention Chair, Robert M. Ramsey, Department of Modern Languages, AGSIM, Thunderbird Campus, Glendale, Arizona 85306. Telephone: (602) 978-7281.

SUMMER SEMINAR: ENGLISH AS AN INTERNATIONAL LANGUAGE

The Culture Learning Institute of the East-West Center announces a seminar for educators on the topic, **English as an International Language: Issues and Implications** to be held in Honolulu July 3 through August 10, 1984. The seminar is designed for native and non-native speakers of English who train teachers, write materials, or develop language policy. The cost is US$1,000 which covers registration, accommodation, health insurance, and seminar materials. Each participant is responsible for roundtrip airfare, food, and all personal expenses. The application deadline is February 15, 1984. For more information and an application form, write to: Larry E. Smith, EIL Coordinator, Culture Learning Institute, East-West Center, 1777 East-West Road, Honolulu, Hawaii 96848.

GEORGETOWN ROUNDTABLE

The Georgetown University Round Table on Languages and Linguistics will be held March 15-17, 1984. **Meaning, form, and use in context: Linguistic applications**. Information from: Deborah Schiffrin, Department of Linguistics, Georgetown University, Washington, D.C. 20057.

CALL FOR PAPERS: MICROCOMPUTERS AND BASIC SKILLS IN COLLEGE

The Instructional Resource Center of the City University of New York is pleased to announce a national conference on **Microcomputers and Basic Skills in College** on April 13-15, 1984. Papers are invited on the use of microcomputers in postsecondary basic skills instruction in the following areas: writing; English as a second language; reading; speech, mathematics (arithmetic through precalculus); and other areas of developmental education. The deadline is January 15, 1984. For information about submitting abstracts or about the conference, write or call: Professor Geoffrey Akst, Instructional Resource Center, CUNY, 535 East 80 Street, New York, NY 10021. Telephone: (212) 794-5425.

NCBR ACTIVITIES AND PUBLICATIONS

The National Center for Bilingual Research (NCBR) was created under a Cooperative Agreement between the National Institute of Education and the Southwest Regional Laboratory for Educational Research and Development (SWRL) to generate knowledge on language development, language instruction, bilingualism, and the education of language minorities in the United States. The NCBR accomplishes its goals by:

- Conducting fundamental research on language acquisition and language use;
- Analyzing national and community survey data on issues related to the education of language minority populations;
- Providing information for national and local educational policymakers, educators and researchers; and
- Making NCBR's technical expertise available to researchers and educators through consultations, workshops and conferences.

NCBR publications include *NCBR Reports*, which are based on the results of specific projects developed under the Cooperative Agreement with NIE; *Technical Notes*, which serve to document a particular phase of an activity; *Professional Papers*, which includes conference presentations made by NCBR staff, as well as papers presented at NCBR-sponsored conferences by individuals not affiliated with the NCBR; and *Special Publications*, which address policy issues affecting the education of language minorities.

For a publications list, write to National Center for Bilingual Research, 4665 Lampson Avenue, Los Alamitos, California 90720.

HANDICAPPED-MINORITY RESEARCH INSTITUTE TO BE DEVELOPED BY THE NCBR

The U.S. Department of Education, Special Education Programs, recently announced the award of a major contract to the National Center for Bilingual Research (NCBR) in Los Alamitos, California, to establish a Handicapped-Minority Research Institute. The institute will conduct research and training in the area of education of handicapped students from non-English backgrounds.

The work of the institute will provide information regarding the education of language minority students, who are educable mentally retarded, specific learning disabled, or language impaired. The institute will conduct research on effective educational practices and decision-making strategies for students who exhibit language-related handicapping conditions and will provide training for graduate students interested in bilingual special education.

Victor Rodriguez has been named director of the newly-created institute. Dr. Rodriguez worked in the Technical Assistance Unit of the Southwest Regional Laboratory and served as the associate director of the NCBR prior to being assigned to his new position. "We here at NCBR are excited about this award. It gives us the opportunity to do urgently needed work in the area of bilingual special education," said Dr. Rodriguez when contacted at his office. He added, "The Institute's work represents a direct and important response to the needs of an increasingly large number of our nation's school children. Students from non-English backgrounds who have special education needs require services that take into account their language and cultural background as well as their handicapping conditions. Unfortunately, information on how to provide these services is very limited."

In addition, the institute will have an active communication and dissemination component in order to make information and products readily available to educators, administrators and researchers. More information from: Dr. Rodriguez, Handicapped-Minority Research Institute, 4665 Lampson Avenue, Los Alamitos, California 90720. Telephone: (213) 598-0481.

REVISION OF IIE PUBLICATION: *English Language and Orientation Programs in the United States*

A grant from the United States Information Agency will enable preparation of an updated edition of *English Language and Orientation Programs in the United States*, to be published in 1984. This directory lists full-time programs of English language training and academic orientation designed to prepare persons from other countries to undertake academic work or technical training in the United States. Also listed in the directory are part-time programs and courses which are intended to assist foreign students already enrolled in academic studies. *ELOPUS* was last revised in 1982.

Survey questionnaires will shortly be mailed to all institutions included in the 1982 edition of the publication and to foreign student advisers at academic institutions included in the *Higher Education Directory*. For further information: James O'Driscoll, Office of English and Special Services, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

FOCUS ON TEACHING IN EASTERN EUROPE

By coincidence, I have received two letters from colleagues who have been involved with language teaching in Eastern Europe. Both letters are prompted by a deep concern and both make concrete suggestions which deserve serious attention. I was able to solicit the interview which appears after them from a Polish colleague currently teaching English in Poland.

L. Hamp-Lyons

Dear Liz:

I am writing you in response to your call for contributions to the International Exchange in the *TESOL Newsletter*. I myself am an American TESOLer, but I thought that sharing some of my experiences working with non-American TESOL teachers during my Fulbright year in the socialist sector might be of interest to you or even to your readers. Of course, conditions among the different socialist countries vary, but I will list below some of the constraints imposed on our colleagues as I have learned of them.

1. Some TESOL teachers may not telephone or contact personally any native speaker from Great Britain, Canada, the USA or Australia without receiving official permission from their work supervisors.
2. Some TESOL teachers may be forbidden to come in contact with English language cultural centers established by the above countries.
3. Some TESOL teachers must have official permission to have professional correspondence with or to answer such correspondence from the above countries.
4. Some TESOL teachers may be refused permission to subscribe to *TESOL Quarterly* or other scholarly journals on political or economic grounds or both.
5. Some TESOL teachers may be refused permission to join TESOL or form an affiliate; in this connection they simply are not granted the necessary permit to purchase hard currency.
6. Some TESOL teachers are denied permission to travel to English speaking countries more than once in a lifetime, and some never even receive this permission once.
7. Some TESOL students are subject to the same restrictions as their teachers.

In the host country where I have been and will be in the following year, most of these conditions seem to have applied to most of the TESOL teachers and students that I have met. For example, the colleagues with whom I work every day are not able to accompany me for a working day lunch, in spite of the benefit that they might receive from an hour of one-on-one contact with a native speaker.

In such difficult circumstances, it appears to me that there is only one way for TESOL to accomplish the information-in-and-out goals enumerated in your rap session summary. That way is to extend official invitations to the Ministries of Education to open TESOL affiliates in their respective countries. My experience has been that the staff of such ministries is always interested in portraying the "normalcy" of conditions within the local academic communities and would be reluctant to refuse outright an official invitation to affiliate, lest such a refusal appear to cast aspersions on the socialist way of life. And I believe that this would be even more the case if the invitation to join TESOL came from a scholar of international stature, while being made in the name of the organization itself.

Another possibility would be to extend invitations to join TESOL through the voluntary efforts of participants in such programs as are run by CIES in Washington or the British Council. I would be willing to sponsor (yes, pay for) such an effort in my host country next year and have already taken the liberty of raising this issue at the annual orientation meeting of Eastern European Fulbrighters which was held in Washington at the end of July.

To me, the statement that ". . . the benefits of affiliation with TESOL are intangible, not concrete . . ." is understandable from the point of view of my American and British colleagues, who may attend conferences, subscribe to scholarly journals and carry on professional correspondence however they desire. But in light of what I have seen happening in the socialist sector, the statement also seems somewhat naive.

In my host country, the establishment of a TESOL affiliate could mean that for the first time in their lives, many teachers would be able to come in contact with such highly concrete elements as journals, newsletters, books, videotapes, people who are native speakers of English and airplane tickets to countries where English is the native language. The opening of TESOL affiliates generally could also be the beginning of extremely useful and interesting channels of communication where they are sorely needed—between East and West.

But if we are content to wait for information in and information out to start up spontaneously from the socialist sector, the exchange will never take place, for reasons that I hope I have made clear above.

Our colleages in Eastern Europe work within long and rich linguistic traditions that have given the world the work of Jakobson, Trubetzkoy, Mathesius and others. The inheritors of these traditions maintain an active and dedicated interest in the English language, in spite of very difficult professional conditions. And perhaps dealing with the kinds of problems which our Eastern European colleagues must face would enable us to consider the situation of our profession in our own countries from a fresh perspective.

Susan M. Hess

Dear Liz:

I recently visited Poland to organize an in-service training course at the University of Silesia (Katowice). The experience was both bitter and sweet. The courtesy, warmth, friendship and hospitality were quite overwhelming. But so, too, were many of the other things we observed—in a totally different way. For example, there is very little chance that any of the teachers of English we met could obtain permission to visit the West at present—which is no doubt why many of them came prepared with long lists of 'points' to check against native-speaker intuitions. For example, there is no chance, but *no* chance, of their obtaining Western books unless donated. For example, we treated two of our Polish colleagues to a meal which cost about 40% of a Polish university lecturer's monthly salary, but which, converted in accordance with at least one of the rates of exchange currently obtaining, could be said to have cost no more than the equivalent of the loose change we carry about with us here every day. The courage with which our Polish colleagues cope with their personal and intellectual privation and isolation is amazing. To quote a British colleague: 'Poland is a country in which First World teachers and scholars are obliged to work in Third World conditions.'

The parting pledge which we made to our colleagues at the University of Silesia was that we would do our very best to raise money in order to be able to send them at least a good selection of modern, Western-produced EFL materials. The simple fact is that, by comparison with us, they have *nothing*. The equipment-inventory of the Foreign Language Institute in Katowice seems to run to two antediluvian typewriters. It is instructive to think of that every time we, over here, use a photocopy machine, an electric typewriter or a word-processor.

Of course there is a great need in Poland as a whole. But here we have identified a specific case of great and urgent need, and have seen conditions which are almost unbelievably bleak. Even the paper on which I am now writing would be a luxury to our Polish colleagues.

Will you help? *Any* donation you would be prepared to send would be gratefully received, and would be spent on materials to be despatched by me through the auspices of the British Council. Just as welcome as money, however, would be any modern EFL textbook(s) or text(s) on language teaching techniques you could spare. A copy of a book or article you have written yourself, perhaps?

Will you help? If so, please get in touch.

John Roberts
Department of Language and Linguistics
University of Essex
Colchester CO4 3SQ
England

Continued on next page

NO COMMENT

An Associated Press by-line in September reported that the Sultanate of Brunei had banned all British English language teaching textbooks because they contained material which was "culturally inappropriate".

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NEW MEMBERSHIP DIRECTORY PUBLISHED

I received my *1983 TESOL Membership Directory* this week. The geographical membership distribution table (pages 23-24) indicates that of the total 9,430 members, 2,666 live outside the United States of America, i.e., slightly over 28% of the members.

Where are you? Are you one of the 28%? This is your newsletter too. The International Exchange offers you a forum for the discussion of issues which concern and affect TESOLers on the wide scale beyond the domestic American scene. It offers you the chance to expand the awareness of us all.

EXCHANGE . . .

Continued from page 13

INTERVIEW WITH A POLISH TEFL TEACHER

***L. Hamp-Lyons:** I'm interested in your reactions to these two letters. Firstly, do you think it's accurate to say that few English teachers could obtain permission to visit the West?*

Polish TEFL Teacher: This letter was written before the ending of martial law in Poland, and no visits were allowed then. Now, however, anyone can visit the West if they are invited.

***LHL:** What do you mean, "invited"?*

PTT: Well, if it is an official visit, for example, to speak at a conference, all arrangements are made with the Ministry and so it's OK. If it's a private visit, the person who makes the invitation must write a letter of invitation, and get it stamped at the Polish Consulate.

***LHL:** What if no one invites you? Can you just make a visit to the West on your own?*

PTT: I'm not sure. It might be very difficult.

***LHL:** What about the shortage of books?*

PTT: You can order books from outside Poland, if you have a bank account in hard currency (usually U.S. $)—and enough money in it! But books coming in are censored, so you might lose your books and your money. There's a Book Fair once a year in Warsaw, and most of the publishers sell the books they have exhibited for Polish money. You might be lucky and get the books you want. But there *is* a very desperate shortage of EFL books, especially outside Warsaw.

***LHL:** Why outside Warsaw?*

PTT: Well, if you're in Warsaw you can use the British Council. The English Language officer at the British Council in Warsaw has been very helpful by lending books. But if you have hundreds of students, a set of ten or twenty books doesn't go very far. The British Council has helped us too by arranging courses for Polish EFL teachers, and by bringing specialists from Britain.

***LHL:** What about help from the Americans?*

PTT: Well, we used to get some help from them, especially with using the library at the American Embassy and borrowing films, but now we're not allowed to visit the Embassy.

***LHL:** Why not?*

PTT: I think it was because George Bush made an attack on (President) Jaruzelski. After that Poland cut all cultural and scientific contact with the U.S.A. Since that time I don't get my *English Teaching Forum* either.

***LHL:** So you can't talk to Americans?*

PTT: Well of course you *could*, but you'd get photographed and then they'd interview you . . .

***LHL:** Is there any other help you can get?*

PTT: We can use the British Council library—you can see teachers in there from all parts of Poland. We can participate in meetings. The British Council and the American Embassy pay for a conference of university teachers every year, and they send some speakers.

***LHL:** Do you think there are enough of these professional contacts?*

PTT: Oh no. It's never enough.

***LHL:** But how do you solve this terrible book problem? Can you photocopy teaching material?*

PTT: It's impossible. You have to take the book to the Bureau of Censorship, complete a form and then, come back in about a month to see if you've got permission.

***LHL:** Do you usually get permission?*

PTT: No, you don't, because xeroxing a foreign language is forbidden in general.

***LHL:** Well then—how do you manage for books and other teaching materials?*

PTT: Usually we write our own books and get them printed at the University printers. Sometimes people infringe copyright and get copies of British books printed up. We can't help it; it may be the only way.

***LHL:** Now that martial law has been lifted, can EFL teachers travel to Western countries easily?*

PTT: It's easier than it was, but it's still very difficult. There are not many scholarships, and because they go through the Ministry of Education they might not go to the most suitable people. Many EFL teachers will have to wait most of their working life for the chance to go to an English-speaking country. That's why it's so important for us to get the specialists coming to Poland. If the British Council could choose the people for scholarships themselves, I think more suitable people would go.

***LHL:** Do you think the situation in other Eastern bloc countries is similar?*

PTT: Well, I don't know. I was in Czechoslovakia for a holiday, and I think it might be similar. But I don't know anything about Rumania, Bulgaria, Hungary and those countries.

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REVIEWS

Edited by Howard Sage
New York University

FUNCTIONS OF AMERICAN ENGLISH

by Leo Jones and C. von Baeyer. 1983. Cambridge University Press, 32 East 57th Street, New York, New York 10022 (Student's Book, vi + 150 pp.; Teacher's Manual, vi + 80 pp.; one cassette, $5.95, $6.95)

Reviewed by Jim T. Nibungco
Herbert H. Lehman College
The City University of New York

Non-native speakers of English, including professionals themselves, are often at a loss about how to react verbally in sociocultural situations, especially those involving native speakers. This experience is not unusual even among those who have spent a great deal of time learning grammar and vocabulary. To teach "how to *do* things with language"—both oral and written—British and European educators have evolved the notional/functional approach to language teaching wherein the uses, rather than the forms, of language are emphasized. As the Introduction to the Teacher of this book's Teacher's Manual writes, this approach "adds a new dimension" to traditional language teaching and is not meant to take its place.

An American English adaptation of Leo Jones's 1977 British text *Functions of English*, which employs the functional approach, *Functions of American English* has 15 units intended for high intermediate and advanced ESL students. Each unit is made up of a short conversation which uses everyday American English followed by many oral communication exercises and one section of writing activity. Within the recommended time of three to four class periods of 45-50 minutes each, a class is to cover three "language functions," e.g. requesting, attracting attention, agreeing and refusing, integrated into every unit's opening conversation. The teacher and the students discuss each function to develop the learners' awareness of the "*roles* (friend, stranger, employee, customer)" involved in each situation, the "*settings* (on a plane, at a party, at a meeting)" as well as the "*topics* (business, travel, sport)."

Following the list of functional objectives at the start of most units, the section Presupposed Knowledge in the Teacher's Manual indicates the structures used in the unit, which the students should have already learned. The teacher is advised to conduct preliminary review and practice of these structures if the students are unable to use them.

In a unit, the first exercise following the presentation of a particular language function is closely supervised by the teacher, who is mainly concerned with encouraging the students to use some of the "new" expressions learned. The exercise sections following are freer from teacher control, with the communication activities being the freest.

A communication activity section specifies how the class should be divided up and directs one group/individual concerned to an activity indicated on a page (at the back of the Student's Book) different from that (also at the back of the book) which has a complementary activity for another group/individual involved in a simulated communication situation. Students participating in this exercise are advised to avoid looking at the page intended for their partner(s), thus creating some kind of "information gap" between communicating parties. Such "information gap" brings in the element of unpredictable language used in actual oral exchange of ideas. This feature indicates the authors' creativity in preparing oral communication exercises.

I find the teacher's notes (in the Teacher's Manual) in the conversational sections of the first three units most interesting. The language functions are labeled in detail and the expressions to be learned in italics. This kind of annotation is a great help to the ESL teacher who is a non-native speaker of English and who is yet to become familiar with many of the nuances of language used in socio-cultural interaction. That the book is intended to be used effectively not only by native but also by non-native ESL teachers is evident in the *Teacher's Manual*, which says: "(If you are not sure about the appropriateness of an expression ask a native speaker about it.)" The conversation sections of Units 4-15 could benefit from similar annotations.

There is no doubt that this book—with its cassette—will, as the authors claim, "help improve students' listening, speaking, and writing skills." It could be a useful text for highly-motivated advanced learners and good supplementary material for less motivated ones.

What the book lacks is the "recycling"—sequencing in a cyclical manner—of language functions seen in other functional approach books. In the latter, functions dealt with in earlier units are re-presented in later units which offer "new" expressions to carry out the same functions. The list of additional expressions in each presentation section of *Functions of American English* can not take the place of "recycling," which is tantamount to reinforcement and further experience in communication.

The accompanying cassette makes use of six speakers who sound natural in American settings. However, some of them speak with such soft, low-keyed voices that they seem to whisper. At least three of them speak at a rate too rapid even for advanced ESL students to comprehend easily. Considering that the cassette is for high intermediate and advanced learners, a good set of earphones would probably magnify the speakers' sounds and articulation well enough for ease in comprehension.

About the reviewer: Jim T. Nibungco teaches ESL at Lehman College, CUNY, Bronx, New York 10468 and has a Ph.D. from New York University.

A POET'S MIND

by James A. Emanuel, ed. Jean McConochie. 1983. Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016 (x + 85 pp., $2.50).

Reviewed by Howard Sage
New York University

In the first poem of his second volume of verse, American poet Robert Frost tells the reader he is "going out to clean the pasture spring" and invites him or her along, saying, "You come too." In *A Poet's Mind* contemporary Black American poet James A. Emanuel extends a similar invitation. This time the invitation is extended to ESL instructors and, by extension, to their students. Since poets do not often invite readers to travel with them, and since the journey is worth your time and attention, I recommend you accept.

With literature just beginning to emerge as a presence in the ESOL curriculum, the conception and publication of *A Poet's Mind* is a bold and successful step. Editor McConochie has now applied her expertise in this area to what we recognize was a very difficult task: making available for classroom use by ESL instructors a volume of poems by a single contemporary poet and reinforcing the poems with comprehensive exercises and authorial commentaries. The volume refreshes us with the selection of poems unfamiliar to most of us and assures us we can both enjoy the poems and help our students to enjoy and understand them.

Careful review of *A Poet's Mind* calls for attention, first, to the poems themselves as poetry; the supporting materials, including the poet's suggestion about the meaning of his own work; and the publication of the first volume of poetry by a single poet for ESL use. In addition, I will suggest possible classroom uses of and roles for the instructor in working with the text as well as possible future directions for ESL poetry texts.

A Poet's Mind is one of several titles at level six of the Regents Readers series—all edited by McConochie—a 36-title collection when complete. Level six indicates a vocabulary range of 2000 words and few structural limitations for the advanced-intermediate reader, the intended audience. Dr. Emanuel, a published Black poet, an editor of important works of Black literature, and a teacher both in the United States and abroad, is uniquely qualified to achieve one of the book's main goals: to show "the ways in which a poet takes in his surroundings, changes them into ideas, and records his sense of their reality." The text also aims to stimulate students to "become interested in the expressive power of poetry, either solely as readers or also as writers of their own poems."

To consider the book apart from its moment in time is to do an injustice. It appears at a moment when the ESL field is beginning to strengthen its ties with English and American literature. It represents—and should be reviewed as—a bold entrance into a new arena, a unique author/editor collaboration, and, above all, a significant step in an important process, the blossoming of literature in the ESL classroom. Exclusive of its other virtues, for both the timing of its appearance and for its significance at this juncture, it deserves serious consideration.

This deceptively slim volume is filled with support for the teacher or student reader of the 34 poems: a brief introduction by the poet and an introduction to each of the five chapters, glosses as well as dates of composition and publication, drawings and relevant photos to supplement the poetry, pre- and post-reading questions, and an answer key. Yet, most rare, the poems have not been tampered with in any way.

Do they succeed as poetry? As I will show, the answer is yes and no. There are some excellent poems in the volume. The strongest poems, like "Experience," achieve their power simply because they are so direct. The merely adequate poems tend to be less direct and less simple and require more glosses than the others. Of course, it would be unrealistic to expect all the poems in a single poet's book to be worthy of study. This suggests that a volume with the work of two poets, represented by, say, 15 poems each, stands a better chance of achieving consistently high poetic quality and also introduces students to two, not one, representative lives and creative processes.

The seven poems in Chapter 4, the strongest chapter in the book, justify in themselves reading and using the whole book. Nothing more or

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Nominating Committee Completes Task:
CANDIDATES FOR TESOL EXECUTIVE BOARD ANNOUNCED

In mid-November, the chair of the Nominating Committee, Sadae Iwatake, made known the slate of nominees for first and second vice presidents of TESOL and executive board member-at-large. They join the six candidates already on the slate chosen at TESOL/Toronto in March 1983 by the Affiliate and Interest Section Councils as representatives to the TESOL Executive Board. Voting members of TESOL have recently been sent ballots together with biographical data about each of the following candidates.

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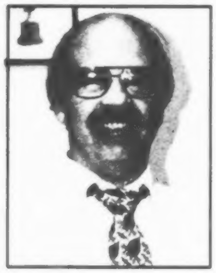
Toronto, Ontario



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Guadalupe Hamersma
Chicago Public Schools
Chicago, Illinois

REVIEWS

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less than a representative selection of the poet's work, that selection in and of itself brings the most interesting and best-crafted poems to us. Even the poet's comments about his poems in this chapter are clearer and more stimulating, perhaps because the poet himself, relatively free from any thematic limitation, felt freer to express himself in prose as well as poetry. Why is this chapter so superior to the remainder of the text? The answer emerges when we examine the text's structure.

The poems in each chapter are grouped thematically and in sum represent the poet's development over 28 years. The structure is logical and, if followed, will help the reader to understand the poet and his work better. Adherence to a chronological or thematic sequence, however, doesn't always insure inclusion of the greatest number of effective poems. Placing poems into a sequence may even place too many demands on the poem as poem and weaken the impact of an otherwise effective poem. A poem such as "Little Old Black Historian," in Chapter 5, a chapter about Black and even American Indian history past, present, and future, presents still another difficulty of placement. An important and effective poem, it advances the chapter's theme. But the poem of only 49 lines contains 31 glosses. It would challenge most native students and may be simply too difficult for ESOL students. In other words, what careful sequencing of the poems does not guarantee is more interesting, appropriate, communicative, and effective poems with which ESL students can grapple.

All significant books raise questions about an approach to a subject, and *A Poet's Mind* is no exception. Obviously, because many if not most ESL teachers are not yet comfortable using poetry in their classes, some materials to guide them and their students are necessary. But how much help do ESL teachers need with poetry? How many words should be explained to students? There is no easy answer. I praise and recommend the pre- and post-questions in the text, its index and answer key, and, to some extent, the poet's reflections on his own poems. I say to some extent because poets are not always very good at describing or commenting on their own work. One-third of *A Poet's Mind*, exclusive of graphics, is given over to supporting materials, probably a necessity for teachers and students at this juncture in the ESL/literature partnership. Still, the large number of aids may sometimes block the poem from the student and unnecessarily confine the poetic experience itself. As editors, teachers, and students grow comfortable with the new ESL/literature connection, if teachers are well trained, then materials should become less obtrusive. The poetry can safely be let loose without scaring teachers or students or jeopardizing the poet's spontaneity.

With *A Poet's Mind* in hand, teachers will want to know how and when to use it in the classroom. These 34 poems, like most poetry, will serve you well whenever you wish to have your students work with language in perhaps its most compressed form. This may be, as time permits, toward the close of a class, as a change from another kind of lesson, or weekly with a different aspect of poetry as the main emphasis. It may be to explore throughout the semester the creative process of one writer, James Emanuel, as fully as possible. The volume can serve you and your students in many capacities and situations, and the sequence in which it is presented or rearranged and/or selected will vary according to the instructor's and the class's wishes. Teacher use of the book will improve in proportion to confidence teachers gain as they train in and work with literature in the ESL classroom.

A Poet's Mind is a serious and courageous approach to and experience in the use of poetry in the ESL classroom, and one to be reckoned with. Presenting 34 poems by one poet, complete with commentaries and questions by the poet, allows ESL students to immerse themselves in and come to know well the experience and language of one person, a poet. Regents has chosen to present a significant strand of the American experience, the life, thoughts, and language of a Black American poet. Since entire volumes of poetry for use in ESL classes are rare, including two poets, one of different background and poetic style than Mr. Emanuel, would have provided ESL teachers experimenting with poetry in their classes for the first time with a more balanced experience. Still, recall, *A Poet's Mind* is a pioneer. It deserves our praise and our use for believing so fully in poetry for ESL students to give us one poet—complete!

Ahead of its moment, but wisely compromising with the current state of the art, this Regents commitment to poetry for ESL students has advanced the study in several wonderful and even dramatic ways. For its cautious concern for students and teachers who will read and study it, and for its boldness in taking steps in a new direction, it deserves to be used. Do so; then wait for others to catch up.

Like a mirror, *A Poet's Mind* reflects without distorting the current position of literature in its ESOL context. Like a lamp, it lights all our ways to future possibilities. And, like all good guides on a journey, it awakens us to things along the way we hadn't noticed before. Finally, it teaches us, with American poet Theodore Roethke, to "take the lively air, / and, lovely, learn by going where to go."

A Poet's Mind can take you a long way. Go with it.

About the reviewer: Howard Sage teaches ESL at New York University and edits *Pulp*, a national grant-winning literary publication.

ABSENCE OF DECISION

by Crawford Goodwin and Michael Nacht. 1983. Institute of International Education, 809 U.N. Plaza, New York, New York 10017 (ii + 49 pp., free).

Reviewed by Joel Bloch
University of Nebraska

Absence of Decision, a study sponsored by the Institute of International Education based on interviews conducted at 20 universities in Florida, Ohio, and California, is a highly critical view of the way that foreign students are dealt with in American universities. It is the first in a series of research reports I.I.E. is sponsoring on higher educational exchange.

The central thesis of this pamphlet is that, with few exceptions, American universities have not carefully thought out the problems inherent in enrolling large numbers of foreign students. Crawford Goodwin and Michael Nacht, the authors of the study, interviewed administrators and faculty as well as government officials and regents. While some members of these groups saw the presence of foreign students as beneficial to the intellectual climate of the university, there were many (no statistics were given) who viewed the presence of foreign students opportunistically or contemptuously.

From the government's point of view, there were two conflicting political positions, both containing a certain amount of political opportunism. From an economic position, foreign students pump dollars into state and local economies. On the other hand, some politicians fear foreign students taking places from American students in such competitive fields as medicine.

It was from the faculty and administration, however, that the authors found the widest range of opinions from enthusiastic advocates of enrolling foreign students to those who wanted the university to give up entirely on foreign students. The dominant opinion, however, in this group, was antagonism to the foreign student presence. Goodwin and Nacht concluded that the reasons included a fear of

Continued on next page

NORTHEAST CONFERENCE
on the Teaching of Foreign Languages

THE CHALLENGE FOR EXCELLENCE
IN FOREIGN LANGUAGE EDUCATION

June K. Phillips, Chairman

Indiana University of Pennsylvania

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Northeast Conference ● Box 623 ● Middlebury, VT 05753

ABSENCE OF DECISION

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anything unknown, an unwillingness to work with problems that foreign students bring to the university, and often an hostility towards the students' attitudes and values.

The pamphlet details the significant economic, educational, and political impact the estimated 300,000 foreign students now studying in the United States have made on many of these colleges. They, proponents of admitting them in large numbers argue, have saved a large number of programs, especially in graduate engineering departments, including faculty and research capabilities, until American students regain an interest in these areas. Opponents argue that this has kept outmoded programs artificially alive.

Similar disagreement emerges over the students' educational performance. Critics of large scale admissions of foreign students have also argued both that they do too well and not well enough. Some assert that foreign students cannot function well in an American classroom and have great difficulty in particular areas such as case studies and holistic analysis. Others argue that multicultural education benefits all students. This area definitely needs more research, especially since it is coupled with faculty and administration distrust of the TOEFL and Michigan tests as reliable indicators of foreign student performance.

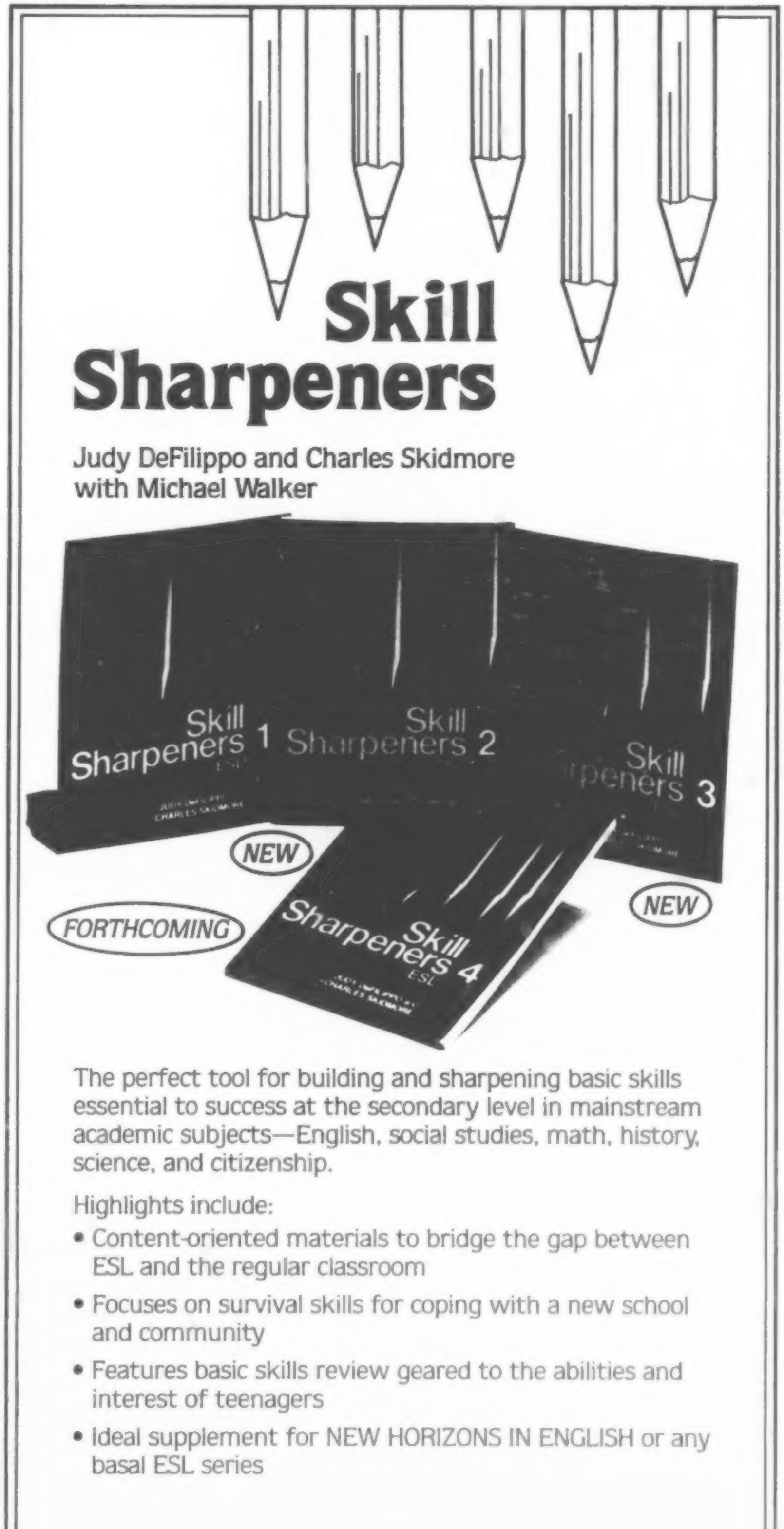
Based on these differences over the merits of enrolling foreign students, the authors argue that in many instances universities have developed no systematic response to the questions that have been raised. They cite uncertain tuition and admission policies as examples. They remind us of universities' inconsistent policy toward foreign student growth, especially at smaller institutions without the flexibility to meet wide enrollment swings. This last point helps explain the problems ESL teachers face in regard to tenure and salary, since few administrators have considered the long-term implications of foreign student enrollment.

Goodwin and Nacht conclude with a call for universities to study in depth the implications of an increasing foreign student enrollment, which some project to reach one million by the end of the century. The authors call for a clear understanding of such problems as costs, resources, and educational policies by all concerned. Though the study lacks substantiation by data, it does raise valuable questions for anyone, especially ESL teachers, who deals with foreign students.

About the reviewer: Joel Bloch teaches composition for ESL students and methodology at the University of Nebraska.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.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THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

SOME UPS AND SOME DOWNS

When this column was originally conceived, we had hoped that it could contain a dialog: you, the readers, would ask questions, and we would attempt to find someone who could answer them. It has not worked out that way; therefore, we have brought you articles which we hope are timely. Still, from time to time there is a need for a kind of dialog to inform the readers of many things that are going on in the area of employment issues. This is such a column, and it is an attempt to bring you up-to-date on a variety of happenings.

• • • •

Last spring a letter was received from an ESOL teacher who had been treated very badly by a university employer overseas. She has suggested a number of things that TESOL might begin to do:

1. Make the existence of the "complaint file" known to TESOL members and to employers who recruit through TESOL.
2. Ensure that this file is available to interviewees at TESOL conventions.
3. Survey TESOL members who have obtained positions through TESOL facilities to determine if the situation was adequately represented in pre-hiring job descriptions and interviews.
4. Publish names and addresses of members who invite questions from people considering positions advertised through TESOL.
5. If serious complaints become known to TESOL, contact the employer. For those employers acting in good faith, a letter might assist in eliminating a problem not known to exist, while those who are not in good faith would realize that the problem is known and of concern to the profession as a whole.
6. If there is actual abuse of ESL employees, refuse to permit the employer to use TESOL publications and conventions for recruiting.

To begin to implement these suggestions, I invite all TESOL members who have used TESOL facilities to obtain employment to write to me regarding whether or not pre-hiring descriptions and interviews adequately described the teaching situation which was found to exist. Also, if there are members who would be willing to answer questions from teachers who are considering positions overseas, please send your name, address and telephone number and the name(s) and addresses of the schools or companies you worked with. I can act as an informal clearinghouse and will be sure that the complaint file will be available in the employment area at the next convention.

• • • •

Five faculty members at SUNY, College at Old Westbury on Long Island, were denied tenure last August—at least three for programmatic reasons. Four out of the five were in languages. One was director of the ESL program, and one taught classes containing large numbers of ESL students. Three out of the five were Hispanics. All were over 41 years of age. In June the EEOC ruled that the University had committed age discrimination. A period of time elapsed with the university not responding to the ruling. In September the New York office of the EEOC recommended filing a suit against SUNY which leaves the case up to the national EEOC office in Washington.

There are a significant number of students in the ESL program at SUNY as at many other institutions. The university evidentally did not want to put money into or support the ESL program. Indications were that there was a desire to remove ESL programs from the campus by requiring basic ESL skills be obtained by the students before they enter the university.

There may be others of you fighting similar battles. Other universities may be trying to get rid of ESL people in similar ways. The purpose of this notice is to inform you that at least one person seems to be successful in fighting dismissal on the basis of age discrimination. For further information contact Howard Sage, 720 Greenwich, 4-H, New York, NY 10014.

• • • •

The Massachusetts affiliate, Massachusetts Association for Teachers of English to Speakers of Other Languages, has been one of the leaders in issues concerning employment. We have just received their *Massachusetts ESL Directory: Program and Employment Conditions, 1983-1984 Edition* edited by Paul C. Krueger and Stephen J. Famiglietti. This edition is considerably expanded from earlier versions, listing 126 programs with salary ranges, job titles, benefits offered, requirements for positions, average number of positions, contracts and accessibility. The publication can serve as a model for other affiliates by providing information to those looking for jobs and to those who are working to improve employment conditions. An affiliate may purchase a copy of the booklet by sending $5.00 to Paul Krueger, Director, English Language Center, Northeastern University, Boston, MA 02115.

• • • •

The following is a reprint of a summary covering the salient points in the National Labor Relations Board's (NLRB) findings for the English Language Institute, American University. It was originally printed in the *National Center for the Study of Collective Bargaining in Higher Education and the Professions Newsletter*, July-August 1983. The *Yeshiva* decision refers to the Supreme Court ruling (444 U.S. 672:1980) which states that faculty who share in the management of the university are excluded from NLRB coverage.

"In what appears to be the first *Yeshiva* claim covering a special institute within a university, the regional NLRB, after a six-week hearing, rejected the argument by American University that the faculty of the English Language Institute was managerial and ordered a bargaining agent election held. By a vote of 28 to 1, ELIFA (English Language Institute Faculty Association) was elected as the bargaining agent for the faculty. In ordering this election, the Board found that:

> . . . the record evidence demonstrates that the functions of the teachers at ELI are insufficient to meet the criteria for collegial governance which the Court relied upon in *Yeshiva University*, in finding the faculty to be managerial employees. Moreover, recent Board cases involving this issue do not warrant a contrary conclusion. The teachers herein are not members of any standing committee which has jurisdiction over various policies at ELI . . . The teachers have no role in admissions criteria, size of the student body, selection of the teaching assistants or the budget. Moreover, the teachers' authority in the classroom is not complete inasmuch as they do not make the ultimate decision regarding textbooks and they must interact with the Director or Associate Director about students who are failing any courses. Accordingly . . . the teachers are not managerial employees.

American University is further distinguished inasmuch as the unit certified consists of faculty who in most institutions would be considered as lacking the long-standing Board criteria of community of interest with full-time and/or part-time faculty."

• • • •

We have received a letter from Lauri Fried Lee regarding the column on collective bargaining which appeared in the June, 1983, *Standard Bearer*. Ms. Lee is Executive Vice-President of the San Francisco Community College District Federation of Teachers, AFT LOCAL 2121 and has served as President and Chief Negotiator. She felt that " the characterization of collective bargaining as a system whereby a third party—a union, professional organization, or a specially appointed mediator—meets with employers to present and negotiate employee concerns, hopefully producting a better working situation is incorrect."

Ms. Lee continues, "Collective bargaining is bargaining collectively. A group of employees, who, each alone, has very little power to affect wages, hours or working conditions, comes together to form a Union so that they will be able to have an effect through their collective strength. They elect officers from amongst themselves. These officers have the responsibility of deciding when and how to ask for help from any national affiliates or experts in the field. In our case, we had some excellent advice and assistance from AFT professionals during our first contract negotiations, but the final decisions were always made by our elected officials and our negotiating team. Following that first contract agreement, we have done all of the negotiating ourselves.

While it is true that neutral third parties, or mediators, are often used in impasse situations, use of a mediator is not a standard method for beginning bargaining. In California public employee law, for example, a mediator is called in when the two sides (administration and faculty) have reached impasse. Impasse means that no negotiated settlement can be reached without outside help, and a third party is needed to get things moving again. A mediator's job is to reach a solution; it is not to represent either one of the parties to the detriment of the other. The mediator looks for compromise possibilities that the two sides may have been unable or unwilling to seek.

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SOME UPS AND DOWNS

Continued from page 19

I am afraid that the "third party" characterization of collective bargaining is counter-productive, and could lead to an expectation that all you have to do to get a contract is find someone outside your group to negotiate for you and everything will be fine. That is not the case. Collective bargaining is a lot of work. You have to have a clear understanding of what the current wages, hours, and working conditions are, and what you want them to be, and various ways you can work toward those goals. No one except the people within a certain bargaining unit can truly understand what is needed and decide how to get it. Collective bargaining is a lot of work, but when it's done well it can be very rewarding." . . . —Laurie E. Fried Lee

And from Linda Tobash comes the reply:

I thank you for sharing with me Laurie E. Fried Lee's letter. Ms. Lee raises three important points: a) that it is incorrect to characterize collective bargaining as a system where a third party bargains; b) that a third party is used only in impasse situations; and c) that such a third party characterization leads to the expectation that simple and facile resolutions can be achieved.

In regard to the first point, the concept of "representation" is crucial to any definition of collective bargaining, and it was my aim to stress this point in the "Collective Bargaining: An Update" article. As Ms. Lee indicated, to have used the term "third party" to communicate the idea that representatives of both employees and employers meet to negotiate contracts was erroneous. Perhaps a more complete definition of collective bargaining is needed. The National Center for the Study of Collective Bargaining in Higher Education and the Professions defines it as "a method of bilateral decision-making in which representatives of the faculty and administration determine the conditions of employment of all members of the *bargaining unit* through *direct negotiation*."

As to Ms. Lee's second point, third parties are usually and traditionally used in impasse situations, and at such times are known as mediators. However, third parties are not used only in impasse situations. Currently, there is debate as to when and how third parties can be best utilized. Robert Birnbaum of Columbia University is involved in research on the use of neutrals as catalysts in all phases of collective bargaining.

Regarding the last point, the idea that all you have to do to get a contract is find someone outside your group to negotiate for you and everything will be fine" was neither stated nor implied in my article. The aim was to provide readers with a comprehensive overview of recent collective bargaining issues as they pertain to higher education. —Linda Tobash.

STANDARD BEARER

Concerns related to employment issues and professional standards may be addressed to Carol J. Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

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SUMMER INSTITUTE '83 PHOTO CONTEST WINNERS

One of the events of the 1983 TESOL Summer Institute held in Toronto was a Multilingual/Multicultural Photo Contest. The hope was that this contest would encourage institute participants to get out and participate in Toronto's multicultural environment.

The first prize was awarded to Helen Lewis of South Bend, Indiana for her photo of the two girls. Carole Urzúa of Portland, Oregon was the recipient of the second prize for her photo of the little boy.

Sidney Pratt, Mary Canfield, and Jane Campbell, all of Toronto, each received Honorable Mentions. We wish the winners and all other contestants much success in their future photographic endeavors.

First Prize
Helen Lewis
South Bend, Indiana

Second Prize
Carole Urzúa
Portland, Oregon

THE ROLE PLAY

Continued from page 8

specifications discussed beforehand. In effect, students should attempt to forget the presence of the recorder—it should not intrude—and proceed as they would for acting out role plays as before.

Normally at this point, the role play exercise suffers a decline of interest because the actual performance is over and the exercise seems essentially finished. Despite valiant attempts on the part of the teacher to engage the students in a communal critique, a combination of flagging interest, memory limitations, and even unwillingness to criticize the speech of peers can impede the development of the critique into the genuinely valuable learning experience it can be. The use of a tape recorder, however, allows the class to relive the event by providing a word-for-word script of the performance. It encourages students to take responsibility for correcting the script by identifying their own speeches and making or soliciting alterations. As with the C-L/CLL technique, the tape recorder may be rewound to the beginning of the role play and then replayed, pausing after each statement or speech for the purpose of clarifying these. Problematic utterances can be written on the board or on a large piece of newsprint with students given the opportunity to offer corrections themselves and ask questions. Utterances of particular difficulty or interest should be transferred to the students' notebooks for use in whatever spin-off exercises the teacher devises, for personal reference, or for study purposes. This type of critique also allows the teacher the opportunity to point out register differences or social rules that may have been overlooked in preparation of the role play, appropriate idioms, and variations of a single speech. Later, students may be asked to write dialogs of their own incorporating the new idioms, expressions, or troublesome grammar points that surfaced during the exercise. The teacher, too, having an accurate record to work from, may create drills or other exercises drawn from the students' own authentic speech to reinforce learning.

This approach to the role play exercise obviously demands an extra time commitment as it requires a more thorough perusal of the performance than was heretofore possible. But even a seasoned ESL teacher with faculties sharpened by years of experience can benefit from the convenience and increased versatility made possible by technology. Two great inventions—the tape recorder and the role play—in the hands of a dedicated teacher can add a new dimension of precision, thoroughness, and relevance to language learning.

About the author: Jeffra Flaitz is a doctoral candidate in the Department of Learning and Instruction at SUNY/Buffalo. She is currently teaching in the People's Republic of China.

REFERENCE

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LANGUAGE INSTRUCTION IN CUBA

by Kim Gerould and Lisa Pred

Kim Gerould and Lisa Pred went to Cuba last winter to learn more about education for adults. Here they speak specifically about language programs.

Walk along Havana's streets and among the sights you'll be sure to see are the students and schools everywhere. Former wealthy homes, apartment buildings and army barracks have all become schools since the Cuban Revolution in 1959. Posters, colorful roadside billboards, TV and radio commercials are all part of Cuba's latest campaign to encourage all citizens to study.

Following the successful Battle for the Sixth Grade, mass organizations, the media and the unions have been playing an important role in encouraging workers to continue their education to the ninth grade level.

An important and popular element of adult education is the Worker's Language Program (Idiomas para Trabajadores), in which working people can study any of eight foreign languages. English and Russian are the most popular languages, followed by German, French, Czechoslavakian, Chinese, Italian, and Portuguese. There are ninety of these language schools throughout the island in almost every municipality.

In order to enter the language program, a worker must have completed the ninth grade. The program has been immensely popular. In its earlier years all kinds of people were attending, including university and secondary students.

We wondered why language is so popular among the Cubans and why it is seen as a priority. From the vantage point of societal needs, the demand for bilingual people is increasing—to serve the tourism industry and international commerce and to do translating. Studying a foreign language gives a worker the opportunity to advance in his or her job. Equally important, as a MINED (Ministry of Education) official commented, it gives a worker "spiritual satisfaction" to study and know a foreign language. People we talked with cited various reasons for studying a foreign language: to advance in their jobs, to be able to get a different job, to be able to read in a foreign language, to communicate with foreign visitors to Cuba, and simply to know another language.

To get an idea of how languages, particularly English, are taught, we spoke with students, language teachers, and language educators in MINED. In addition, we attended some classes. One of us had spent a month studying Spanish as a foreign language in a university level course in Cuba. As a MINED official said, their methodologies and materials are drawn from many sources.

At first sight, their methods seemed rather traditional to us since we were familiar with the innovative, humanistic methods being developed in the U.S. Some texts are printed by MINED while the Alexander method from England (*New Concept English*, L. G. Alexander) is widely used. Often a dialogue, a recorded lecture or a reading is presented; work on listening or reading comprehension, spoken and written practice, grammar drills and cultural activities are drawn from that original material.

The readings which are often very advanced are not glossed for vocabulary very well. There is a standardized curriculum in the Worker's Language Program to which the teacher must adhere fairly strictly. Students are tested on a weekly basis on grammar, reading comprehension, vocabulary and oral abilities, and they must pass a final test at the semester's end to receive a diploma. One teacher complained that it was difficult to cover all the required material. She added that this left little time for the teacher to bring in his or her own materials or to have time for free conversation.

In contrast to such apparently traditional methods, one also sees innovative elements in the language program. In the teacher's methodological guide, it says that the methods are based on the "dialectical materialist conception of language, the teaching principles of socialist pedagogy."

One way these ideas are put into practice in the classroom is the weekly "criticism, self-criticism" session, in which the students and teachers systematically evaluate themselves and one another, not only in terms of academic advancement, but also in terms of cooperation and mutual aid.

Particularly impressive is the content of the Cuban-prepared texts. Topics include a speech by Malcolm X, the history of working women and workers in general in the US, stories of Native Americans, ecology, and excerpts from

Continued on page 24

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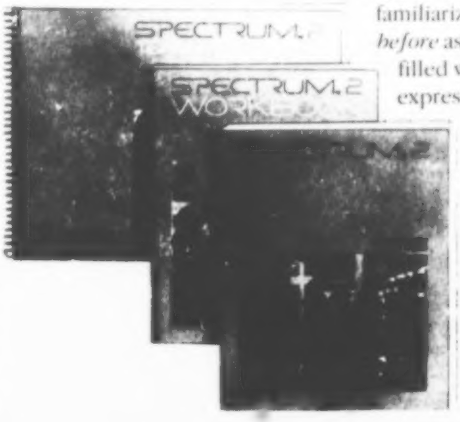

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JOB OPENINGS

Kanagawa, Japan. The Language Institute of Japan has positions open for 1984-85. The program is intensive and residential, and our highly motivated students are mostly businessmen and engineers from top Japanese companies. Instructors must have teaching experience, and an M.A. in TEFL or related area is preferred. Opportunities also exist to work on our journal, *Cross Currents*. For further information, write: Derald Nielson, Academic Director, LIOJ, 4-14-1 Shiroyama, Odawara, 250 Japan. A representative will be in North America in March and at TESOL '84 to conduct interviews.

Nagoya, Japan. The English Department of Kinjo Gakuin University, a private women's university, is seeking applications for a full-time position as visiting instructor from Spring 1984 for a period of two years. Qualifications: Ph.D. or M.A. in TESOL or applied linguistics. Duties: Teach English majors students: English conversation, composition, seminar classes. Compensation: salary depends on qualifications and experience (M.A. $14,456; Ph.D. $16,396 annually), no Japanese taxes, research fund ($1333), housing allowance, and return ticket to and from Japan. Send a letter of application, two letters of recommendation, and resume and credentials, including transcripts to: Dept. of English, College of Literature, Kinjo Gakuin University, 2282 Omori, Moriyama-ku, Nagoya 463, Japan.

Indonesia and Thailand. ESL teacher supervisor in Galang, Indonesia Refugee Camp and Panat Nikhom, Thailand Refugee Camp. General description: provide training and supervision to Indonesian (or Thai) ESL teachers in theory and methodology for teaching adult Indochinese refugees resettling in the U.S. Specific duties: implement training workshops, conduct teacher evaluations, assess student performance. Qualifications: experience as an ESL teacher trainer/supervisor, graduate degree in TESOL/ESL, work experience overseas in hardship conditions. Salary: $13,500 yearly plus benefits. Positions available now. One year contract. Send resume plus references to: Ms. Helju Batchelder, The Experiment in International Living, Kipling Road, Brattleboro, Vermont 05301. Telephone: (802) 257-4628.

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University of Louisville, Kentucky. Full-time ESL lecturer opening anticipated July 1, 1984. Qualifications: M.A. or equivalent in TESL or related field; at least one year of adult ESL teaching experience (excluding practice teaching). Desirable experience: teaching in an intensive English program; residence in a non-English country; a foreign language. Duties: Teach and test all levels and skill areas of ESL. Full-time appointment on a 12-month, renewable contract at $14,000-$15,000. By February 15, send application letter and full credentials, including curriculum vitae, official transcripts, and four confidential letters of reference from persons who know applicant's professional qualifications well to: Dr. Karen A. Mullen, Director of IESL Program, Department of English, University of Louisville, Louisville, Kentucky 40292.

University of Illinois, Urbana-Champaign, Division of ESL. *Two* positions beginning August, 1984. (1) *Director*, Intensive English Institute and *Assistant Professor*, tenure track. Ph.D. required, experience in teaching and administration. Specialization in TESL methodology and teacher training desired. Duties: teaching in MATESL program and directing IEI. 9 month salary, $20,000. (2) *Associate Director*, IEI, nontenure track. Ph.D. preferred, M.A. required. Experience in administration of ESL programs, foreign student counseling and immigration. Duties include admissions, recruitment, counseling, and other day-to-day administration. 12 month salary, $20,000. Apply by February 20 to: Chair, Search Committee, Division of English as a Second Language, University of Illinois, 707 South Mathews, Urbana, Illinois 61801.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at its programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2250.

NEWS FOR PROSPECTIVE JOB INTERVIEWERS AT TESOL '84

TESOL will again conduct an **Employment Clearinghouse** at the convention in Houston, March 6-11. Employers are invited to include their announcements of job openings among those to be distributed to candidates at the clearinghouse. Interviews can be scheduled during the week of the convention, and this year we will have more space available for this use right at the clearinghouse itself. For more information on how to take advantage of these facilities please call Vicki Hamel (202) 625-4569 or write to:

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Eastern Michigan University. Assistant Professor, Department of Foreign Languages and Bilingual Studies, tenure-track faculty position for Fall 1984 to teach undergraduate ESL courses and graduate TESOL courses. Completed application, vita, official transcripts and three references by March 31 to Chairperson, Search Committee, Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, MI 48197. (313) 487-3430.

Continued on page 24

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JOBS

Continued from page 23

University of Michigan. The English Language Institute and the Dept. of Linguistics seek applicants for a tenured (or tenure-track) assistant professor/director of testing. Ph.D. required by Sept. 1984. Duties include: 1) administration and development of the ELI's world-wide testing program and the ESL testing program for U. of M. students; 2) conduct applied linguistics research on the validity of language tests and integrate that into the ELI curriculum (familiarity with data processing and statistical aspects of research projects is strongly desired); 3) teach graduate and undergraduate courses in language testing and measurements in the Dept. of Linguistics. Send letters of inquiry and vitas by Feb. 1, 1984 to Prof. Eric S. Rabkin, Dept. of Linguistics, University of Michigan, Ann Arbor, Michigan 48109.

University of Michigan. The English Language Institute and the Dept. of Linguistics seek a tenure-track assistant professor, Ph.D. required by Sept. 1984. Appointment includes 3-5 year term as Director of Curriculum for ELI. Duties: 1) provide curricular supervision and development for ELI intensive courses: supervise and implement related research and materials development projects; 2) conduct research in language learning/teaching in linguistics, applied linguistics, psychology, education, etc.; 3) teach undergraduate and graduate courses in ESL theory and methods in Dept. of Linguistics. Send letters of inquiry and vitas by Feb. 1, 1984 to Prof. Eric S. Rabkin, Dept. of Linguistics, University of Michigan, Ann Arbor, MI 48109.

University of Michigan. The English Language Institute announces a vacancy for a full-time ESL teacher. Duties: teach the most advanced students, those entering or currently attending university classes. Appointment: two or three years, renewable once by mutual consent for a maximum of five years. By mutual consent, the ELI may ask the incumbent to develop curricular materials in place of some teaching duties. M.A. and experience required. Foreign experience and Ph.D. preferred. Send letters of application and vitas by Feb. 15, 1984 to Prof. Eric S. Rabkin, 1076 Frieze, University of Michigan, Ann Arbor, Michigan 48109.

University of Michigan. The Dept. of Linguistics invites applications for the position of sociolinguist, rank open. Ph.D. required by Sept. 1984. Appointment is tenured or tenure-track dependent upon qualifications. Candidates with broad interests are preferred. Send letters of inquiry and vitas by Feb. 1, 1984 to Prof. Eric S. Rabkin, Dept. of Linguistics, University of Michigan, Ann Arbor, Michigan 48109.

San Francisco State University. Opening for Fall 1984. Qualifications: Ph.D. required; also teaching experience and research in ESL composition. Responsibilities: teaching and developing curriculum for ESL composition courses; researching the writing needs of foreign and permanent resident ESL students; implementing new materials and techniques in SFSU's ESL program; teaching M.A. TEFL/TESL courses. Send letter and resume by March 15 to: Thurston Womack, Chair, English Department, San Francisco State University, 1600 Holloway, San Francisco, CA 94132. Telephone: (415) 469-2265.

CUBA

Continued from page 22

English-speaking Caribbean writers.

Our overall impression of adult education in Cuba was very favorable. We were continually impressed by its importance throughout all levels of Cuban society.

Because of limited resources and pressing developmental needs, Cuban educational planners haven't had the time to develop as much of their own curriculum as they would like. As a result, we found curriculum to be somewhat rigid. Having to cover large amounts of material in a short period limits teacher flexibility and ability to meet individual needs. On the other hand, we found benefits to such standardization of curriculum in that it provides consistency for students and teachers, as well as a sound basis for measuring progress.

Cuban educators are eager to exchange ideas with their colleagues in other parts of the world and have done so with other Latin American countries, as well as Europe.

Unfortunately, Cuba's closest neighbor, the U.S. with its many innovations in the field of education, has had an economic blockade against Cuba since 1962. It has also limited cultural and scientific exchanges.

It is important for us as educators and as people involved in the international community to make it known that we want to keep the doors of communication open. We have much to learn from the Cuban model of adult education, as they do from ours.

—from *MATSOL Newsletter*, Summer 1983.

About the authors: Kim Gerould and Lisa Pred both teach at Newbury Junior College, Newbury, Massachusetts.

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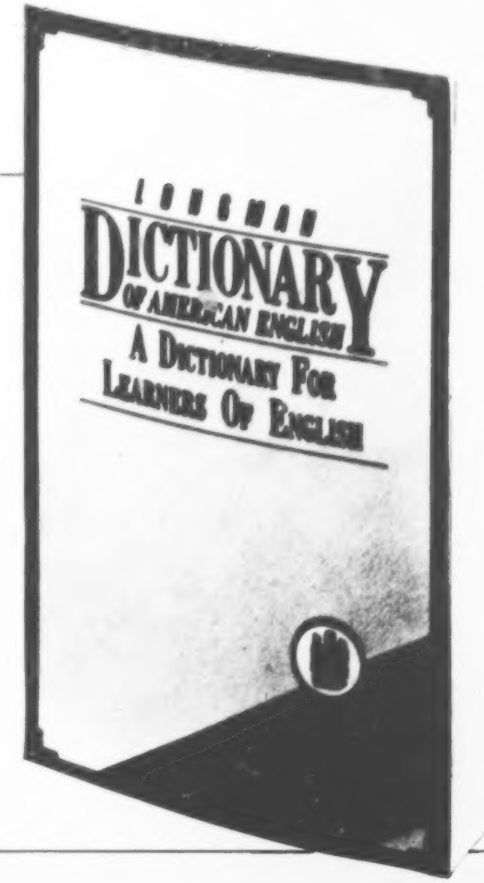

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AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

UPCOMING AFFILIATE MEETINGS IN 1984

January 18	BATESOL Baltimore, Maryland
January 21	NYS TESOL Applied Linguistics SIG New York City
January 21	Illinois TESOL/BE Workshop Chicago
January 28	HCTE TESOL Roundtable Honolulu, Hawaii
February 9-11	AZ-TESOL Glendale, Arizona
February 17-18	AMTESOL Mobile, Alabama
February 21	WATESOL Conference Washington, D.C.
March 15-17	B.C. Association of TEAL Convention Richmond, British Columbia
March 16-17	TESOL France Paris
March 17	Connecticut TESOL Meriden, Connecticut
March 24	PennTESOL-East Philadelphia
March 30-31	Intermountain TESOL Utah State University
March 30-31	MIDTESOL Conference Columbia, Missouri
April 6-7	Illinois TESOL/BE Convention Chicago
April 6-7	MATSOL Convention Boston
April 6-7	WITESOL Conference Pewaukee, Wisconsin
April 7	Joint BATESOL/WATESOL Conference Baltimore, Maryland
April 13-15	CATESOL Convention San Jose, California
April 28	Ohio TESOL Convention Westerville, Ohio
May 4-6	Tennessee TESOL Convention Knoxville, Tennessee
May 5	MinneTESOL Spring Workshop St. Paul, Minnesota
May 11	WATESOL Conference Washington, D.C.
May 11-12	Gulf TESOL Jacksonville Beach, Florida
June 13-16	SPEAQ Convention Quebec City
October 18-20	Fourth Midwest Regional TESOL Conference Cincinnati, Ohio
October 19-21	NYS TESOL Fall Annual Meeting Tarrytown, New York

LOS BESOL DEVELOPS PAPER SUPPORTING CERTIFICATION FOR ESL TEACHERS

The LOS BESOL Executive Board has developed a position paper on the establishment of teacher certification by the Commonwealth of Pennsylvania for teachers of ESL. "School districts are required by law to employ teachers who are certified in the subject areas which they teach. However, for teachers of ESL, Chapter V of *Professional Certification and Staffing Policies and Guides* only requires certification . . . . 'If teachers of ESL are to be certified teachers, then the certification should be a meaningful one and not one which simply fulfills legal requirements.' " At the June 1st meeting of the LOS BESOL Executive Board, the Board voted unanimously to endorse ESL certification. The effort to establish certification is expected to take several years. We feel we are moving in the right direction.

AFFILIATE NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section Newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

INTERMOUNTAIN MARKS TENTH ANNIVERSARY

This year marks the 10-year anniversary for Intermountain TESOL. (Intermountain TESOL includes the states of Utah, Wyoming, Idaho and Montana). Started in 1973 by a handful of ESL educators, we have grown to membership of 200 with a mailing list of over 500 educators in the four-state area. Our founder and first president, Harold Madsen, was presented with the I-TESOL Distinguished Service Award at the Second Rocky Mountain Regional Conference on October 15th for his outstanding contributions to not only Intermountain TESOL, but the ESL profession at large. Congratulations Dr. Madsen!

TESOL SCOTLAND CELEBRATES AT INAUGURAL CONFERENCE

SATESL/SATEFL held its inaugural conference October 15, 1983 at the University of Edinburgh Institute for Applied Language Studies. The inaugural speech was given by James E. Alatis, executive director of TESOL. Plenary speakers were Alan Davies, president of TESOL Scotland, and Ross Mitchell, University of Stirling. The successful conference culminated in an inaugural dinner at the University of Edinburgh Staff Club with speaker David Abercrombie. Congratulations SATESL/SATEFL! Your success is applauded by many fellow TESOLers who remember their own affiliate inaugural conferences.

SESD HANDBOOK SERIES LAUNCHED

The SESD (Standard English as a Second Dialect) Interest Section has a special handbook project. In a series of 20-25 page handbooks several SESD areas will be covered. Each handbook will contain information on the historical, social, cultural, and political background of the dialect's speakers; basic linguistic descriptions; teaching suggestions, and an annotated bibliography. The handbook series should be helpful to classroom teachers in dealing with specific groups of SESD students. If you are interested in working on an SESD handbook, please contact the SESD Chair, Lise Winer, 731 Davaar, Outremont, Quebec H2V 3B3, Canada.

IN MEMORIAM
ROSEANNE HARRISON

It is with great sadness that I report the death of Roseanne Harrison, an ESL instructor in the Marin Community College District since 1980. Roseanne was a familiar figure at CATESOL and TESOL conferences, as both a participant and presenter. Her interest and curiosity took her in many directions, particularly in the areas of telecommunications, video and microcomputer uses for ESL students.

Roseanne received an M.A. degree in ESL from the University of Hawaii where she had the opportunity to work with the late Ruth Crymes and other fine professionals. Her publications included *Consumer Math for Yap*, *Visual Perception in Language Learning* and *Using English* (LEI Publishers, Honolulu.)

In addition to these activities Roseanne was a consultant, a businesswoman and an active member of her community.

She leaves her husband Jerry and seven children.

Sandra Douglass
College of Marin

ROSEANNE REMEMBERED

We knew Roseanne only a short while but also share in the deep sense of personal and professional loss that falls among us with her untimely death.

Roseanne first joined the *Convention Daily* staff in 1982 at TESOL/Honolulu. Her fine editorial pen, sense of humor and devotion to the task at hand made it a joy to have her with us. It was no wonder that she was asked to be a part of the *Daily* staff again at TESOL/Toronto—as well as at TESOL/Houston.

In Toronto Roseanne was recruited to become a member of the *TESOL Newsletter* editorial staff and advisory board. She enthusiastically agreed, and in the few months since March, she completed numerous *TN* assignments.

Roseanne, we remember you—with warmth, love and affection.

Alice Osman and Jerry Messec
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LETTERS

LOW PAY AND LONG TEACHING HOURS NO LAUGHING MATTER

October 6, 1983

To the Editor:

Distress most accurately describes my reaction to the poems by Dorothy Wooding Lehman and John I. Blanck included in the August TESOL *Newsletter.* While I can appreciate the wit in the poems, I question their inclusion in a newsletter for a profession that is continually struggling with the problems of inadequate remuneration and long teaching hours which Lehman and Blanck treat so lightly. I fear that these poems point only too directly to the underlying cause of these problems and I am saddened to see the *Newsletter* condone such frivolous reference to them.

Dorothy M. Taylor
1170 Genesee Street
Bldg. 5, Apt. 2
Rochester, NY 14611

A REQUEST FOR HELP

August 1983

To the Editor

My name is Betita L. Anuran, a 42 year old teacher of English in the freshman year and also the Resident Advisor of the Philippine High School for the Arts. Our students (secondary level) are all art students (ballet, music and Visual Arts). Could you kindly help me start an exchange of ideas regarding the subject I teach and the place where I live. Would you kindly introduce me to one of your English teachers in the secondary level?

Miss Betita L. Anuran
156 Buli
Taal Batangas
Philippines

HOPEFUL EFL TEACHERS FACED "HORROR STORY"

June 13, 1983

To the Editor:

I am writing in the hope that TESOL and its corresponding *Quarterly*, *Newsletter*, and Placement Service might consider more closely the professional qualifications of organizations that it allows to use its pages and good offices for the purpose of recruiting ESL/EFL instructors and administrators. I believe, whenever possible, that it is the responsibility of TESOL to check the credentials of all such organizations, so that horror stories, like the following, will happen less frequently.

In the 12-month period between February 1982 and February 1983, American ELS International, a licensed franchise of English Language Services International (ELS), brought 32 professional ESL instructors and administrators to their newly opened school in Jakarta, Indonesia. The majority of these people were recruited either directly through ELS or else through ads appearing in the *TESOL Newsletter* and/or TESOL Placement Service. All of these people were misled into believing that they were going overseas to work in an established, professional EFL program. The sad truth is that they were taken in by self-serving and unscrupulous organizations, both in the U.S. and in Indonesia.

American ELS International, wholly owned by Mahmoud and G. Vittoria Abatte-Magsoudi, a long time executive with ELS, has no license to operate from the Indonesian government. It employs imported personnel illegally, for it can get them no working permits. It pays no taxes, although it does subtract 20% off the top of all salaries paid, for "tax purposes." It does not supply housing or transportation for imported personnel, although it is obliged to do so by contract. Payroll, during my stay at least, was always delayed and often incomplete. Involuntary, non-paid vacations have also been imposed by management. AELSI also collects tuition and book fees, while often providing neither classes nor books. It also lost its original school facility, having been evicted for being $172,000 arrears in rent.

This is not the forum to discuss all of the illegal, immoral, and unethical practices of American ELS International, nor of its dummy corporation owner, ICCI of San Francisco. Suffice it to say that none of the 32 EFL instructors and administrators imported by the above organizations are still working for them. Most are still in Jakarta, working for other schools and companies. Others, less fortunate, have been deported or forced to leave Indonesia because of their illegal visa status and AELSI'S broken promises.

My plea is to the overworked staff at the *TESOL Newsletter* and TESOL Placement Service. I realize that you cannot check every single organization that recruits teachers through your good offices, but at the very least you could check out those organizations based in the United States (like ELSI and ICCI) and refuse to publish anything coming from organizations of ill repute. People throughout the profession look up to TESOL as our own professional organization, and I for one do not like to see the TESOL name muddied by unscrupulous, profit hungry organizations who see TESOL as a cheap and effective means to recruit staff that they can then exploit and abandon overseas, where neither local nor US law can help them.

Michael "Rube" Redfield
(Ex-academic Director,
American ELS International
Jakarta, Indonesia)
Tsukiwaka-cho, 6-15
Ashiya-shi
Hyogo-ken 659
Japan

Note: *Unfortunately there is no time either on the part of* ***TN*** *nor the TESOL Placement Service to check the credentials of those organizations and institutions advertising job openings, and happily, we receive very few complaints from teachers taking the positions offered. However, on those very rare occasions when a complaint does come in, both the* ***TN*** *and the Placement Service make a note of it, and the employing organization is notified that its future jobs will not be advertised unless concrete steps are taken to remedy the source of the complaint.*

With regard to Mr. Redfield's experiences in Indonesia, it seemed appropriate to invite ELSI to respond directly to them in this issue of ***TN****. That reply follows.* ***TN*** *also carries a notice of ELSI overseas positions on p. 23.* ***—Editor***

ELS INTERNATIONAL'S POINT OF VIEW

October 28, 1983

To the Editor:

I am writing to the *TESOL Newsletter* in response to Mr. Redfield's June 13th letter regarding the ICCI/AELSI school in Jakarta, Indonesia. My purpose in writing is to assure *TN*'s readership of ELSI's commitment to professional and ethical standards by: 1) clarifying ELSI's relationship with its various franchise schools; 2) explaining ELSI's now defunct association with ICCI.

To begin with, allow me to briefly clarify the relationship between ELSI and its various franchise schools. ELSI licenses schools overseas: in return for a management fee, ELSI allows the use of its name, provides a variety of materials and programs, recruits personnel, and provides on-going evaluation and consultation to the franchise school. ***All ELSI franchise schools are independently owned and operated by local franchisees. Teachers and administrators are employed directly by the franchise.*** In order to maintain the ELSI reputation, comprehensive standards of operation are stipulated in the Franchise Agreement itself, in the ***ELSI Operations Manual***, and in the various management and academic training programs that ELSI provides to the franchisee. Although management systems and academic programs vary from franchise to franchise, and from culture to culture, ELSI standards of operation are enforced through bi-annual inspection visits, quarterly reports and regular communication between the franchise and ELSI. If a franchise fails to correct substandard operations within a reasonable amount of time, ELSI will take appropriate action, up to and including the termination of the Franchise Agreement.

Since I personally supervised ICCI/Jakarta during ELSI's association with the school, I am well aware of the various problems, personnel and otherwise, that the school encountered. Although I would argue with the accuracy of many of Mr. Redfield's specific allegations, it should be clearly stated that ICCI did experience severe personnel problems, so severe, in fact, that ELSI terminated its Franchise Agreement with ICCI on February 15th of this year, after only nine months of association. Allow me to briefly summarize ELSI's past association with ICCI:

1. On May 18, 1982, ELSI and ICCI entered into an agreement to license their school in Jakarta as an official ELSI Franchise School. Between this date and December 9, 1982, ELSI recruited instructors and administrators for the franchise school. ICCI provided ELSI with working and living condition summaries and sample contracts for our review. All ICCI applicants were informed that they would be employed by ICCI, that ELSI was a recruiting agency only.
2. I visited the school for a period of five days in July, 1982 for the purposes of inspection and consultation. I advised ICCI of several areas of operation that were substandard, including some of the personnel matters to which Mr. Redfield refers in his letter, and required ICCI to take corrective actions. Another member of the ELSI staff visited the school in early November 1982, and reported both to ELSI and ICCI that the problems had not been corrected and, in fact, had grown more severe.

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LETTERS

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3. Mr. Redfield was hired by ICCI on November 5, 1982, and spent November 15th through the 17th with ELSI for the purpose of pre-departure orientation. Throughout the recruitment and orientation process, Mr. Redfield was advised of *all* known problems in the ICCI school, especially those relating to working/living conditions at ICCI/Jakarta.

4. As a result of the information gathered by the July and November inspection visits, as well as through other channels of communication, including reports from Mr. Redfield himself, ELSI ceased recruiting for ICCI on Dec. 9, 1982. Since the problems experienced by the school remained unresolved, ELSI terminated the franchise relationship with ICCI on Feb. 15, 1983. ELSI is no longer involved in any way with the ICCI school in Jakarta; it no longer carries the ELSI trademark.

It would be hard to construe these actions by ELSI as "unscrupulous," as Mr. Redfield suggests in his letter. To the contrary, I feel that ELSI, by ceasing recruiting activity in December, 1982 and terminating its Franchise Agreement in February 1983, conducted itself in an ethical and scrupulous manner.

In addressing the specific allegations that Mr. Redfield claims in his June 13th letter, I must limit my response to the period prior to February 15th, the date of termination of the Franchise Agreement between ELSI and ICCI. Based on information gathered in discussions with ICCI school operators, interviews with past ICCI employees, and discussions with the American Embassy in Jakarta, I am able to state the following:

1. Ms. Vittoria Abbate Maghsoudi is not "a long time executive with ELS." Ms. Abbate Maghsoudi was employed by the company for approximately three years from 1975-1978.

2. Foreign companies cannot operate in Indonesia without Indonesian partners or a government license. Indeed, they cannot even advertise without a license. Although there was a change in the Indonesian partnership in December 1982, ICCI was fully licensed during ELSI's association with the school.

3. ELSI was told that work visas would be obtained for ICCI employees. When ELSI investigated and discovered that ICCI had not been able to attain work visas for its employees, we required corrective action and, in Dec. 1982, ceased our recruiting efforts.

4. The foreign employee tax rate in Indonesia is 20% of income, to be withheld by the employer, and paid to the government on a quarterly basis. I have no way of verifying whether or not ICCI paid this withholding tax to the government.

5. Payrolls were, in fact, delayed several days on a number of occasions. This was a consistent and severe problem, one which ELSI required ICCI to correct. I have heard from past ICCI employees that some checks were incomplete; ICCI says that everyone was paid in full. I have no way of verifying the truth of the matter.

6. Although there were several changes in the employee housing situation, to my knowledge, housing and transportation were, indeed, provided to all contracted employees. Again, ELSI required ICCI to resolve these problems, since moving from one house to another was very disruptive to employees.

7. I have no direct knowledge that ICCI collected tuition and book fees without providing classes. If this occurred, it did so after our November inspection visit. Needless to say, ELSI would terminate its association with any franchise that conducted itself in this manner.

8. I do not know of any employee who was abandoned by ICCI in Jakarta. Although there were disagreements when employment contracts were terminated, by either the employee or by ICCI, as I understand it, ICCI offered their employees non-negotiable airline tickets back to the U.S. or "point of origin." According to ICCI, as well as my interviews with past ICCI employees, most employees opted to remain in Indonesia to work for other organizations and, therefore, did not use the airline tickets provided.

9. The ICCI school did change its location in December 1982. I have no way of verifying whether or not they were "evicted," as Mr. Redfield so states.

It should be clearly evident at this point, that, regardless of the validity or invalidity of the specific allegations made by Mr. Redfield, there were certainly enough unresolved problems for ELSI to withdraw its recruiting service for ICCI in December 1982, and, eventually terminate its association with the school.

ELSI currently recruits for three of our franchise schools overseas: Sundai/ELS—Tokyo, Japan; Sundai/ELS—Osaka, Japan; and ELSI/Seoul, Seoul, South Korea. For all three schools we maintain job descriptions, employment contracts, and working and living condition materials, photographs of the schools and apartments and unedited cassette tape interviews from teachers and administrators. These are sent to every final candidate prior to contract signing. ELSI/SEOUL just opened in September 1983, and although we have accurate materials and photos, we do not have interview tapes, as yet.

Continued on page 30

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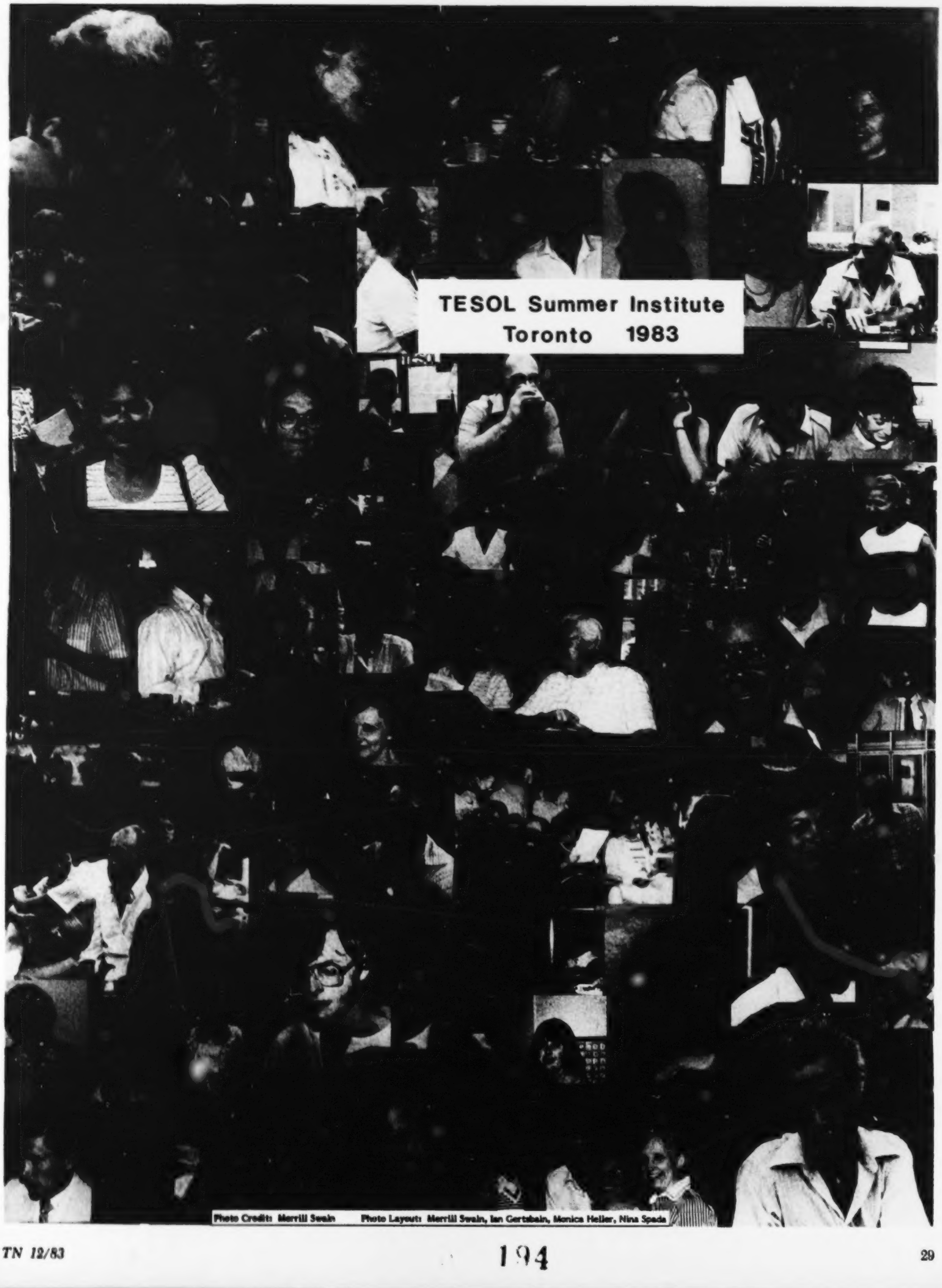

Photo Credit: Merrill Swain Photo Layout: Merrill Swain, Ian Gertsbain, Monica Heller, Nina Spada

COMMENTARIES

Continued from page 7

when they talk about what they do. We had shelves full of dissertations in which scholars reviewed the literature, defended the need for examining a hitherto unexamined area, examined that area systematically, and discussed the results of their observations. We had journals full of articles which offered insights into a multitude of aspects of learning by describing studies which the author had undertaken in a systematic way. (Now and then something crept into a journal straight from a classroom without any statistical evidence accompanying it. Classroom teachers thoroughly enjoyed these articles, but the works received raised eyebrows in ivory towers and comments that the author was no doubt a friend of the editor.) We had a panel at some TESOL conventions whose topics were teaching techniques, but these panels were not regular features and could only be enjoyed by those fortunate enough to get to the annual meetings, and, once there, to attend the panel. I always considered it unfortunate that these panels were called, "What's Your Problem?" One was even labeled a "clinic"!

Several aspects of the situation were problematic. There was nothing to be gained by attempting to change the journal. Something written in normal, conversational style sounds like coffee-break chatter when inserted into a scholarly journal. And for the good of our profession we want to keep our journal relevant and done in a scholarly manner. Addressing classroom techniques once a year, as if they were problems, even implying illness, left much to be desired.

As you know, we tried "Lessons That Work" in NYS ESOL BEA's *Idiom* with much success. (I am tempted to say that it worked very well. We learned that many readers read it, liked it, and commented to us—even wrote—about how they used the ideas, and obtaining this response was the purpose of the column.) It moved to the *TN* with a shorter title mostly because it expressed a positive attitude in just a few spaces on a printed page. Also it moved to the *TN* because it is what classroom teachers like to talk about. (No need to waste paper and printing on what doesn't work.) Having it in the *TN* meant that all members would have access to it whether they could attend the convention or not, but more important, that is the place where it is appropriately couched in an anecdotal style. People do communicate with each other in forms other than those set down for research articles and doctoral dissertations. But do not misunderstand my preference for *It Works* in the *TN*. In those arenas where the dissertation form and research reporting style are the norm, *It Works* would be out of place; documentation of a systematic, rigorous nature is imperative there.

True, the anecdotal style does not tell readers what they should think or what should work. It presumes an informed, adult audience—a group of pretty harsh judges, if you ask me. But I've always maintained that people who spend their time in classrooms need to know what is happening in other classrooms. There is much to be gained for each reader whether one agrees with what is described or not. There is nothing lost if one leaves the article with more questions than one had before reading it.

Let us pretend that the next *It Works* comes from a teacher who teaches winemaking by using *The Grapes of Wrath*. Learning to make wine is the class objective and the teacher describes how he or she goes about it so clearly and convincingly that all of your readers feel as if they could (not necessarily would) walk into a room and teach the lesson the following day. In addition to producing a robust, uneven and smokey wine, the teacher claims that by the end of the lesson nobody pronounces "wine" with a /v/. Furthermore, fluency and amount of conversation soar after tasting.

Some readers will claim immediately that they have a far more efficient way to teach the pronunciation of /w/. Others will recall that their students' production has increased every bit as much after tasting rum, vodka, scotch and gin straight off the liquor store shelf, and who wants to go through all of that rigamarole, anyway? A few will declare that if winemaking is not immoral, it is at least irrelevant to their students' needs. Some will try the lesson but may decide to use a different kind of grape. (Some classroom decisions are based on taste, personality or the weather.) A few will realize that they should have been teaching their intermediate housewives how to make chocolate chip cookies, finding several things in the description of teaching winemaking that they can transfer unchanged to making cookies. All will have given a few moments of critical attention to classroom strategies, goals, results and benefits. However briefly, in the midst of a busy teaching life, all will have looked more deeply into what we do.

It has always been my wish that *all* of these readers would write to *It Works* to relate their reactions, variations, disapproval, suggestions, and adaptations of the winemaking column. Regrettably, very few would do that. If it is because we need a different title for the column then by all means, change it. But let us continue to provide places for teachers to discuss classroom practices in the style of dissertations, in the style of research articles, and in the style of anecdotal exchange. William James would suggest that even our researchers will benefit from learning more about the practical consequences of employing theoretical concepts in classrooms. But remember, "Practical Consequences of Employing Theoretical Concepts in Classrooms" won't fit across a *TN* column.

LETTERS

Continued from page 28

Sundai/ELS, in both Tokyo and Osaka, has enjoyed a 100% employee contract renewal rate over the last eight months.

ELSI will not recruit for franchise schools that do not provide accurate, comprehensive materials. During our inspection visits, we meet with the franchise school's instructors and administrators in order to ensure that the actual working and living conditions are the same as reported in the recruitment materials. If the employment conditions change significantly, we modify the recruitment materials accordingly or, as in the case of ICCI, cease our recruiting service and/or terminate the Franchise Agreement itself.

Since ELSI hopes to continue recruiting from the *TESOL Newsletter*, and at the 1984 TESOL Convention in Houston, Texas, we will be happy to answer any and all questions you have regarding ELSI or its franchise schools. All recruitment materials will be available for your review at the ELS booth in Houston. I think these materials will verify the professionalism of our recruiting process.

Jerry D. Loudenback
President, ELS International Inc.
5761 Buckingham Parkway
Culver City, California 90230

PRESIDENT'S BANQUET— TEXAS STYLE

Pack your jeans and plaid shirt; you're in for a rip-roarin' good time at the Houston TESOL '84 hoe-down. This year, we are again breaking with tradition. The President's Banquet will be a new experience. No fancy hotel dining room, no gleaming linens and china, no long speeches. No! Have we got a change for you!! After a rollicking, good-neighborly ride on our wildwest freeways, you will enter a totally covered western world (neither rain, nor sleet, nor hail will affect us). After gorging yourself on Texas-style bar-b-que, beer and soda pop, we will give you an opportunity to play-off the calories. Learn the "cotton-eyed Joe" and dance up a storm to our authentic country-western band. Later you can enter a horseshoe throwing contest and/or watch our clogging exhibition. Come on good neighbor, grab your pardner and let's dance and sing.

What is that rumbling in the distance? Here comes TESOL's President John Haskell on horseback leading in the rodeo—50 cowboys and cowgirls in full regalia to wow you with their prowess. Yes, it's a full scale rodeo for your entertainment. Guzzle soda pop and beer while you become involved in the excitement of bronco-busting, roping, fancy riding and all the wild Rodeo fun. After an evening packed with food, fun, dancing and wild-west shenanigans, we will transport you back to the real world for a good night's sleep. What a way to celebrate a great convention—in an unconventional way. The price is right; the fun is for real. We ***garontee*** it.

Y'all come now!

SWAP SHOP FOR ESL IN ELEMENTARY SCHOOL INTEREST SECTION

The ESL in Elementary School Interest Section is instituting a new type of session: a **Swap Shop** of successful ideas. In order to participate, elementary TESOLers should bring to the convention 200 copies (yes, 200!) of one of their best ideas for teaching an aspect of ESL to younger learners.

Each idea should be put on 8½" x 11" paper and be 3-hole punched on the left hand side. Bring your copies to the TESOL registration desk between 5-7 P. M. on Friday, March 9. You will receive a participant's ticket. This ticket will admit you to the Swap Shop, to be scheduled for Saturday afternoon. Only those persons possessing the tickets will be admitted. Participants can then collect ideas from other elementary TESOLers, and share their own. To achieve some uniformity in the appearance of the Swap Shop material, a format sheet has been prepared. To obtain it, write or call: Dr. Carole Urzuá, M.A. in Teaching Program, Lewis and Clark College, Portland, Oregon 97219. Telephone: (505) 244-6161, ext. 234.

HOUSTON OILING UP

Continued from page 1

discos fill Houston's numerous nightspots in addition to the cultural and educational events sponsored by the half dozen or more colleges and universities within the city limits. Sports fans can take in a professional or college basketball, baseball or hockey game. Or, those in need of a moment of quiet, a walk through the beautiful residential areas on Houston's famous Azalea Trail is most inviting.

What to eat is never a problem since Houston boasts innumerable restaurants to satisfy the international palate. Enjoy a Texas barbecue, feast on fresh seafood or Southern cuisine, or choose from the wide variety of Asian, Latin American, Middle Eastern or European style restaurants. The local committee is planning a handy guide for those who like to be on their own. Others may prefer to join local committee members prepared to take small groups of TESOLers (Dutch-treat) to some of their favorite places.

For those who have a little time to do some sightseeing, we have arranged with the local Gray Line for a wide variety of tours. After sightseeing in Houston, some people might want to travel out to the Johnson Space Center and on to Galveston, a nice day's trip. Others might want to venture farther out to San Antonio for a visit to the Alamo. Or now might be a good time to stop in New Orleans on the way to Houston for a pre-Mardi Gras weekend. Information about all of these tours will be in the pre-registration packet.

What to pack is always a problem. Clothing for March should be light and layered since the warm, often damp, spring days tend to have cool mornings and evenings. We will be walking between the various buildings of the convention, so comfortable shoes are in order. An umbrella may come in handy, too.

Shopping areas are spread throughout the city and there is something for everyone. From the luxury department stores and boutiques in the Galleria to the various ethnic markets located all around the city, one is sure to find something to take home.

For those who are driving in, all freeways lead into downtown Houston. Parking in town is expensive—about $7.00 a day. Houston is served by two airports—International to the north and Hobby to the southeast. The airport bus (*Trailways*) costs $6.00 from International non-stop to the Hyatt Regency Hotel, the TESOL Convention headquarters. There are also limousines ($20-$25) or taxis ($25) to bring you into the city.

Pre-convention packets have been mailed to all members. Why don't you join us for TESOL '84 in Houston! We are looking forward to your visit and will do all we can to make your stay a memorable one.

INVITATION TO EXHIBIT TEACHER MADE MATERIALS AT TESOL '84

DEADLINE: FEBRUARY 1

It is time to assemble your **Teacher-Made Materials** for presentation at the 1984 international TESOL Convention in Houston. At previous conventions these displays have proven to be most helpful in providing teachers with practical, inexpensive, and innovative ideas for the classroom.

Materials can include games, books, pictures, tapes, adaptions of already published materials, and so on. If possible, we would like contributors to provide a 15-minute demonstration of their materials.

Materials will be displayed from Wednesday, March 7 at 1:00 p.m. until Saturday, March 10 at 3:00 p.m. in the Book Exhibit area. Please **bring** your exhibit (do **not** send) to the display area on Wednesday morning. You will be **assigned a time for your demonstration when you bring your entry**. Exhibits may be picked up after 1:00 p.m. Saturday.

If you wish to submit material, please complete the form below and return before February 1 to:

Kay Hart
2703 Jennifer Circle
College Station, Texas 77840

NAME ____________________

ADDRESS ____________________

____

____

Tel. No. (Home) ____________ (Area Code) (Business) ____________ (Area Code)

AFFILIATION ____________________

TITLE OF MATERIAL ____________________

TYPE OF MATERIAL ____________________

Write a 30-word maximum summary of your presentation (including an indication of the intended audience (age, level, etc.):

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MATERIAL AVAILABLE? YES ☐ NO ☐

WHERE? ____________ COST? ____________

Material cannot be sold at the exhibit.

Please indicate if you wish to give a 15-minute presentation of your material?

YES ☐ NO ☐

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TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*. **Annual membership rates:** Regular membership, $30; Student membership (for those engaged in at least half-time study), $15; Joint membership (two-member household), $45; Institutional membership, $45; Commercial membership, $150; Paraprofessional, Retired, Unemployed or Volunteer membership, $15. **Additional mailing fee:** Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569. **For change of address** or other information, write to TESOL at foregoing address.

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